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ABSTRACT

Presented in the first of three documents is testimony given before the Senate Subcommittee on the Handicapped regarding the delivery of services to and programs for the handicapped. Included are statements from representatives of such agencies as the National Association of State Directors of Special Education, the Model Secondary School for the Deaf, the National Council of State Agencies for the Blind, and the National Consortium on Physical Education and Recreation for the Handicapped. Additional information, such as an article titled "Relationship between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth," is also provided. (SBH)

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REVIEW OF PROGRAMS FOR THE HANDICAPPED, 1977

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HEARINGS

BEFORE THE

SUBCOMMITTEE ON THE HANDICAPPED

OF THE

COMMITTEE ON HUMAN RESOURCES
UNITED STATES SENATE

NINETY-FIFTH CONGRESS

FIRST SESSION

ON

REVIEW OF PROGRAMS FOR THE HANDICAPPED

PART 1

FEBRUARY 7, 1977

BEST COPY AVAILABLE

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REVIEW OF PROGRAMS FOR THE HANDICAPPED, 1977

MONDAY, FEBRUARY 7, 1977

U.S. Senate,
Subcommittee on the Handicapped of the
Committee on Human Resources,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:35 a.m., in room 4232, Dirksen Senate Office Building, Senator Jennings Randolph [chairman of the subcommittee], presiding.

Present: Senators Randolph and Stafford.

Staff present: Mrs. Patria G. Forsythe, professional staff member.

Opening Statement of Senator Jennings Randolph

Senator **Randolph.** Members of our Subcommittee on the Handicapped of the Human Resources Committee, our very warm welcome on a cold morning to all those persons who are here to participate actively as witnesses in the hearing and also to those individuals who will follow the proceedings.

We are sorry that we do not have sufficient seating arrangements for all of our guests.

We are going to have the opportunity to hear Senator John Culver of Iowa. Just before you begin, John, I would like to say that these hearings are very important because the subcommittee is in the process of reviewing programs for the handicapped.

Over the past 6 months, we have received correspondence from individuals and organizations interested in commenting about programs under this subcommittee's jurisdiction. We will be hearing from a variety of persons who have concerns not only in the areas of education for handicapped children, developmental disabilities, rehabilitation and federally funded special institutions (that is, American Printing House for the Blind, Gallaudet College, National Technical Institute for the Deaf, Model Secondary School for the Deaf, and Kendall Demonstration Elementary School), but also from those persons who are interested in the positive contributions that technological and industrial developments can make to improve handicapped individuals' lifestyles.

The subcommittee has always endeavored to hear from and counsel with all persons concerned with the needs of handicapped persons; and during these hearings, we hope to take testimony from all of those interested parties so that the members of the subcommittee may review all the ideas presented here and fulfill the subcommittee's responsibility to both legislate and oversee programs under our jurisdiction.

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As we begin our work in this 95th Congress, we want the help of all of you concerned with handicapped individuals so that together we may establish priority issues for the work and activities of the Subcommittee on the Handicapped during this Congress. As you know, the Education for the Handicapped Act expires June 30 of this year. I am introducing an extension of this vitally important program which provides supportive services and which will enable the States to meet the goal of providing a free appropriate public education to all handicapped children by September 1, 1980. The extension I am introducing concerns those discretionary supportive programs authorized by parts C, D, E, and F of the Education of the Handicapped Act; the extension does not affect Public Law 94–142, which recently extended and amended part B of the Education of the Handicapped Act. Another priority during these first months of the 95th Congress will be reviewing the implementation of the developmental disabilities program. Although the Rehabilitation Act was extended during the 94th Congress, the subcommittee must consider an additional extension as well as examining various issues that have been brought to our attention. The testimony presented in these hearings will highlight issues and provide inspiration for innovative action as we work together to improve the delivery of services to this Nation's handicapped citizens.

Senator Culver, that is a rather long statement, but I wanted to describe what our subcommittee will be doing during these coming weeks. We thank you very much for being our first witness.

STATEMENT OF HON. JOHN C. CULVER, A U.S. SENATOR FROM THE STATE OF IOWA

Senator CULVER. Thank you very much, Mr. Chairman.

I am pleased to have the opportunity to open this hearing, examining the problems of attaining equal rights for the handicapped.

I know that the chairman is widely respected and recognized for his support of the Nation's handicapped citizens, and I appreciate the opportunity to testify.

Mr. Chairman, in 1975, I was appointed to the President's Commission on Olympic Sports. As a member of the Commission, I chaired hearings which received testimony from representatives of the many programs designed to provide opportunities for handicapped persons to compete in athletics at the local, national, and international level. It is to this subject that I wish to address my comments today.

I think you will agree that in order for handicapped persons to become a total part of society, they must have the opportunity to participate in all aspects of a community's life style. And recreation is surely an integral important part of day-to-day existence.

Participation in recreation can assist the disabled in living with dignity and in functioning as independently as possible. It can also accelerate the integration of handicapped persons in a community, reducing isolation and stigma. And participation in recreation can be a major factor in the rehabilitation of an individual.

It can be argued that, in some instances, the provision of recreation services is the most important concern of handicapped individuals since many are confronted with enforced leisure, either as a result of their disability or continuing discrimination in the job market.

Approximately 35 million adults and children are handicapped—10 percent of the American population. While innovative and creative recreation programs are being conducted in some areas, the sad fact is that they are estimated to serve only 5 percent of the national handicapped population. This means that fewer than 2 million of our handicapped citizens can adequately participate in the cultural, recreational, and leisure life of their respective communities.

In rural areas, nonparticipation is likely to be much worse. According to John Nesbitt, chairman of the recreation education program at the University of Iowa:

> Iowa's rural community makeup is causing handicapped participation in recreation to be even lower than 5 percent.

The underlying question is whether all our Nation's people will be able to participate in the full social life of our country or whether nearly 35 million handicapped citizens will be left behind.

I believe that the compassion of the American people will answer that question in the affirmative. I hope that we do not lack the will, but existing programs do not adequately provide the means.

I hope that by identifying some problems in the provision of recreation opportunities to the handicapped, I will assist this subcommittee in its efforts to evaluate and improve legislation on this subject.

Mr. Chairman, in my judgment, four problems plague the availability of recreational programs for the handicapped.

First, too many programs suffer from a lack of adequate funding and trained leadership.

Second, too many programs lack coordination and public awareness.

Third, too many programs still operate on a segregated basis which tends to perpetuate the concept that handicapped people are different and unable to participate in the "mainstream" of life.

Fourth, too many implemented programs are not given adequate administrative review.

First, with regard to funding: We can and should increase Federal support of recreation services for handicapped individuals. I know that there can never be enough money to do all that one would like. However, because greater participation is blocked by inadequate financial assistance, this is a critical and continuing problem.

Inadequate support of coaching and training for both novice and accomplished disabled athletes is a significant aspect of the funding problem. Although the Federal Government has increased its support of recreation services for handicapped persons, many of these additional dollars go almost exclusively to research and demonstration.

Federal assistance to States for training of special recreation teachers under the Education of the Handicapped Act has grown from $150,000 in 1969 to $1 million in 1976. But this is still only 2 percent of the total Handicapped Act appropriation. Additional emphasis needs to be placed on training programs.

No reliable figures exist on the number of qualified coaches and trainers for the handicapped. And there are few career opportunities or certification programs in this area. Therefore, much of the training that the handicapped receive is done on a volunteer nonexpert basis.

Even coaches of most able-bodied athletes are not trained to deal with the problems of the physically handicapped or mentally retarded.

In the President's Commission on Olympic Sports, we were presented with case histories where highly talented swimmers who happened to be deaf did not have opportunities to develop to their full potential largely because of a coaching communication problem. The same was true in international track competition.

Oftentimes, athletes that had handicaps of this nature had nothing wrong with their arms and legs. Rather, it was a problem of communication. So they were not given the benefit of coaching skills and techniques to fulfill their true development potential.

I believe that Federal assistance in this area can be more effectively utilized, and I would urge the subcommittee to carefully examine this problem during its deliberations.

My second point, Mr. Chairman, is that we need to develop an increased awareness of handicapped needs and capabilities. An increased awareness leads to improved coordination between all programs for the handicapped. And currently there is, in many instances, little cooperation, coordination or communication among these handicapped groups, even those serving the same populations.

This lack of awareness, for example, can mean insufficient knowledge of a new adaptive or prosthetic device which enhances the athletic abilities of a physically handicapped individual. Lack of communication also isolates individuals and groups, leading them to believe that not enough effort is being made in their behalf.

Finally, failure to communicate and coordinate can result in duplications of effort, as well as competition for funding and facilities.

Mr. Chairman, I believe we can improve conditions for handicapped individuals by developing more effective outreach programs. For instance, handicapped individuals could learn about programs in their communities by advertisements, commercials, newspaper items or other possible media means. I would respectfully urge the subcommittee to examine ways for developing outreach capability.

My third point deals with segregation. There seems to be an evergrowing philosophy that handicapped individuals are interested only in programs specifically for the handicapped.

It has been my experience that the handicapped person really wants integration into society—not segregation. Segregated programs and facilities needlessly delay a disabled person's incorporation into the mainstream of life.

While special programs can be used effectively to prepare individuals for taking part in regular programs, they, by no means, should be the sole opportunity. But, in order for a handicapped person to use recreational facilities, they must be accessible.

Mr. Chairman, we need to establish a vehicle to insure accessibility and equality of opportunity in all aspects of athletics and recreation for handicapped individuals.

Major efforts are needed to enforce all legislation concerning the elimination of architectural barriers at National, State, and local levels. More thought must go into the development of accessible recreation and park facilities; information regarding accessible and barrier-free recreation programs needs to be readily available for and broadly distributed to recreation planners. All existing buildings and facilities must be made accessible and new buildings should incorporate barrier-free designs.

I am aware, Mr. Chairman, that legislation has been passed that would require all new buildings constructed with Federal funds to be barrier-free, but there is still widespread nonenforcement of the law—which brings me to the fourth point—insuring that laws passed by the Congress are carried out.

Mr. Chairman, our Government is a government for all our people. Nowhere in the Bill of Rights is the term "people" defined to exclude those citizens with physical or mental disabilities. These people, I believe, should share equally in any Federal, State or local program designed for the general public for they, too, are part of the general public.

Unfortunately, however, this seemingly obvious fact is lost sight of time and time again by Government administrators in the daily translation of the Bill of Rights into programing.

I find it inexcusable, for example, that 4 years after the enactment of the Rehabilitation Act there still are no final regulations implementing section 504, prescribing a congressional mandate to prohibit discrimination against handicapped individuals. If we, as a nation, cannot convince our own administrators about the validity of this basic premise, we are doomed to failure in our efforts to secure equality of opportunity for handicapped people.

I know this has been a source of frustration to the subcommittee, and I hope that the new administration will expedite implementation of long-delayed regulations.

While it is true that programs in athletics and recreation for the handicapped are still inadequate, improvement has been made over the past years. Through the perseverance of concerned groups, an increased effort is calling attention to recreational opportunities for disabled persons.

There are currently 30 regional and national organizations that either sponsor or promote athletic programs for approximately 1 million handicapped people. Of course, I am most familiar with programs in my own State. So if I might take a moment, I would like to describe recreation programs and services in Iowa which serve as demonstrations of the important and meaningful opportunities that can be provided when enough effort is put forth.

The handicapped village of Clear Lake, Iowa, is an alternative to institutionalization. The village provides its 152 residents with an opportunity to develop skills in pottery, rugmaking, and other similar crafts.

At Camp Sunnyside in Des Moines, Iowa, homebound persons are trained in craft design. The camp was developed to assist the multi-handicapped with an emphasis placed on therapy.

In Iowa City, Iowa, the department of parks and recreation, in cooperation with the University of Iowa recreation curriculum, has initiated a "special population involvement" program which aids 200 handicapped children and adults with various recreational activities.

Therapeutic receation services are also offered at the University of Iowa Hospital School where occupational and physical therapy, along with medical diagnostic efforts, are emphasized. The handicapped receive special training in reading, math, and writing.

The Iowa Braille and Sightsaving School in Vinton, Iowa, is a residential school for the visually handicapped. Students attending are taught shop, homemaking, and braille, among other subjects. It is possible for the students to earn a high school certificate.

Students attending the Iowa School for the Deaf in Council Bluffs are given the opportunity to earn a high school certificate with the benefit of specially trained instructors.

Finally Special Olympics for the Mentally Retarded has been one of our State's most successful voluntary efforts. Special olympics sports training and athletic competition has played a major role in Iowa, as well as the rest of the country in changing the image of mental retardation and in instilling an appreciation of the retarded in our society.

Mr. Chairman, I am well aware that making recreational facilities and programs available to the handicapped is not a simple task. It is not just a question of ramps and other appropriate facilities, expanded staffing or more money. These, of course, will help, but recreation for the handicapped requires many levels of affirmative action—law enforcement; removal of architectural barriers; utilization of available technology; dissemination of vital information; and the application of new programs and facilities.

Moreover, the problem involves many different constituencies—the general public; the handicapped; and the legal, recreational, educational, and human service professions. Thus, the resources of already established programs and services must be redirected to meet new needs.

Finally, Mr. Chairman, recreation in the rehabilitation setting cannot be looked on as slack in the day that adds a bit of zest to the routine existence. Recreation must be thought of as a service within the rehabilitation process that will enable a handicapped person to function in society as efficiently and as independently as possible. Rehabilitation is only complete when the person can function socially as well as vocationally, and when he or she no longer sees themselves or are perceived by others primarily in terms of their limitations.

I want to thank the chairman again for his kindness in affording me the opportunity to testify this morning, and to commend him and members of the subcommittee for their conscientious concern and involvement in this particular oversight activity.

Senator RANDOLPH. Senator Culver, you do us a service by coming. I regret that commitments of other subcommittee members, at least at the beginning of our hearing today, keep them from being present.

You do have a background and understanding of athletics and sports, and this helps as you present your testimony with reference to those activities, both physical and mental in nature, because they are both operating together when you are in sports.

You will be talking, as others will be talking, with Secretary Califano. We believe that he very much wants to implement these programs. We have had an indication to that effect. There are problems. You have said there are problems, problems of money to be certain, problems of how to not separate these programs, but to mainstream handicapped persons, as you have indicated.

You have illustrated how in your own State of Iowa recreation services are being provided to handicapped persons.

We have been doing that in West Virginia in a few instances, notably in Mount Wood Park at Parkersburg, West Virginia, where there is really an emphasis on recreation and sports facilities for the handicapped.

Some day I would like for you to go down and see what we are doing there. We think it is a pilot project for the whole country.

There again is the cost factor which enters into the program being completed and operative as soon as we would desire.

John, you will give us the opportunity to counsel with you and your staff. I am pleased that a member of the Senate opened our hearings today. It is gratifying that a Senator, one of the hundred, is here to open the hearing and to give us the benefit of his counsel.

You have given us possible breakthroughs as we begin to think of improvements in these services for the handicapped, who desire, as you indicate, most of all not to be set aside, but to be a part of the mainstream of American society.

Thank you, John.

Senator CULVER. Thank you very much.

Senator RANDOLPH. Our first panel is made up of blind consumers.

Jim, are you ready to announce the members of your panel for the subcommittee members and our guests, or do you want them individually to do that?

STATEMENT OF JAMES GASHEL, CHIEF, WASHINGTON OFFICE, ACCOMPANIED BY RAMI RABBY, CHICAGO, ILL.; RICHARD EDLUND, KANSAS CITY, KANS.; ELIZABETH BOWEN, PRESIDENT, NATIONAL FEDERATION OF THE BLIND OF FLORIDA, JACKSONVILLE, FLA.; JACOB FREID, PH. D., EXECUTIVE DIRECTOR, JEWISH BRAILLE INSTITUTE OF AMERICA, INC., NEW YORK, N.Y.; AND LAWRENCE MARCELINO, PRESIDENT, NATIONAL FEDERATION OF THE BLIND OF CALIFORNIA, SAN FRANCISCO, CALIF., A PANEL OF BLIND CONSUMERS

Mr. GASHEL. I will do that, Senator.

I am very pleased to come before you and the subcommittee once again this morning. It is always a pleasure to appear before this subcommittee. I have with me on the panel, Lawrence Marcelino, Richard Edlund, Rami Rabby, Elizabeth Bowen, and Dr. Jacob Fried. Each of us has submitted a statement for the record. The group asked me to serve, Senator, as its representative and spokesman, and make a brief statement.

Attached to my statement, Mr. Chairman, is a proposed bill to provide for a more comprehensive program of services for the blind.

I want to summarize that bill briefly and to outline what we think it would do for us, given the present state of affairs in programs for the blind.

First, the summary of the bill.

Section 1 sets forth the general purpose of the legislation, which is to authorize grants to the States to assist them in planning a more comprehensive program of services for the blind, to provide such services, to evaluate visual loss, to develop new and improved techniques for providing services to the blind.

Section 2 authorizes appropriations to accomplish these purposes, and they are modest. For fiscal 1977, $15 million and for fiscal 1978,

$25 million, and for each succeeding fiscal year, such sums as the Congress would later authorize.

Section 3 provides for allotment of these funds to the States. It uses the formula in the vocational rehabilitation program. This section assures that each State which is otherwise eligible for funding under this act will receive at least $50,000 for programs and services under this act during one fiscal year.

Section 4 sets forth the plan requirements.

Subsection (a)(1) requires that each State wishing to participate in the program of comprehensive services for the blind must designate the State blind commission or another agency which administers the vocational rehabilitation program for the blind to administer the program of comprehensive services.

In the event that an agency other than a State blind commission is designated, the State would have to insure that such agency contains an identifiable administrative unit which administers the vocational rehabilitation and comprehensive services programs for the blind. That such identifiable administrative units at the level comparable to other major organizational departments within the larger agency, that the director of programs for the blind is directly responsible to the chief administrative officer of the larger agency, and that he develops and administers his own budget. Other provisions of section 4 are designed to insure that a program of comprehensive services for the blind will be coordinated with other major programs serving the blind; that is, education-of-the-handicapped programs, vocational rehabiliation programs, and social services. In addition, section 4 contains the authority for making regulations along with certain reporting requirements. I think it is important to note that section 4 specifically prohibits the imposition of any age or residency requirements for clients who apply for services under this act.

Section 5 covers the matter of payments to States. It sets up the 80/20 matching formula—that is 80 Federal and 20 State—which is used in the vocational rehabilitation program.

Section 6 provides for certain essential definitions. The real important one, of course, is the definition of services for the blind. It includes but is not limited to the following things: Prevention of blindness services; provision of eyeglasses and other visual aids and mobility and self-help aids; adjustment services, such as mobility training and instruction in braille; activities of daily living; individual and family counseling services; supportive services, such as guide services, reader services, information and referral services, follow-along services, and transportation services necessary to assure delivery of any of these other services; the establishment and maintenance of a registry of the blind; the establishment and maintenance of material and textbook centers and the distribution of their contents, such as talking-book machines, cassette tape players, brailled and printbooks; special aids and devices, such as braille typewriters, talking books and tapes; and the warehousing, sale and distribution of aids and appliances used by blind persons.

Section 7 requires the Secretary of Health, Education, and Welfare to establish in HEW, or any department which may later administer the vocational rehabilitation program, the Division for the Blind. This Division is intended to serve as the principal Agency of the Federal

Government for carrying out the administration of the vocational rehabilitation program at the Federal level for the blind, and the programs of comprehensive services which are authorized in this act.

Section 8 is the provision requiring nonduplication of funding.

Now, Mr. Chairman, programs for the blind are in need of urgent attention in the form of a Federal solution to some of the major problems. This bill we think begins to address at least two of those problems. The first one is that services which are needed are now too often not provided. This proposed legislation would provide funds so that those services can be available to blind persons.

It recognizes that the majority of funding for programs for the blind is Federal and that it comes through the authority of the Rehabilitation Act of 1973 as amended, but it also recognizes that the majority of blind persons, especially children and older blind persons are not eligible for programs and services in vocational rehabilitation. This bill would reach those people. It would provide the services they need, and it would complement the vocational rehabilitation program. This proposal also addresses the problem of fragmentation of programs for the blind. The Division for the Blind, which it creates at the Federal level, would serve as a focal point for decisionmaking and act as a model for the States to follow.

The State plan requirements of section 4, which I talked about, emphasize coordination. Mr. Chairman, in establishing this new authority in the Rehabilitation Act for comprehensive services we do not wish, nor is there a need, to create another bureaucracy either at the Federal level or at the State level. This new program is simply an adjunct to already existing initiatives, and it can be administered without additional paperwork or redtape.

Others have spoken and will speak of the nonresponsiveness of programs for the blind which have been placed in large umbrella structures. This situation, in our opinion, has reached crisis proportions. The data and the statistics will be revealed by others in testimony this morning. The stories of bureaucratic buckpassing are presented in the accompanying testimony of my colleagues on this panel. They speak to the need for congressional action now. This proposal recognizes that services for the blind best go together as a total package.

Library service is related to vocational rehabilitation service. Home teaching service is related to mobility instruction. The programs should be connected and interconnected as part of one agency administering a total effort. Too often they have been broken apart by bureaucrats and efficiency experts who know nothing of the consequences of their actions in terms of the lives of blind people. The lives and potentials of too many blind persons have been broken by false theories of organization, and we think the breaking has to stop.

In mid-December, Mr. Chairman, you and a group of blind persons from West Virginia and myself, met in your office. We told you of the problems which existed. You asked, are these problems widespread?

The testimony of this panel and the one to follow is that they are. Also bearing witness to that is the large group of blind persons representing nearly every State in this country who came this morning at their own personal expense to bear witness to the problems we are talking about and to the solutions we are recommending. In December you indicated the possibility for passing, in your own words, remedial legislation. Mr. Chairman, we have brought you and the subcommittee that remedial legislation. We are here to talk about it. We are here to talk about the problems. We hope the subcommittee and the Congress will act to solve the problems and pass the legislation.

Thank you very much.

We are prepared to respond to questions.

Senator RANDOLPH. Thank you very much, Jim. We are all here together to discuss new ideas such as your proposed remedial legislation.

You understand we do have that under study and will continue to move forward with the hoped-for legislation after we have had some opportunity to counsel with the members of the subcommittee, you and others on the two panels, who share your thinking with reference to the structuring of services for the blind.

Senator Stafford, we are glad your schedule permitted you to come this morning. You have been most active through the years. I want the record to reflect your concern and your attention to these matters.

Senator STAFFORD. Thank you very much, Mr. Chairman. It has always been a satisfaction to me to work with you on this subcommittee. I think we have accomplished some constructive things in the past, and I am sure we will try to do so in the future.

Senator RANDOLPH. Thank you.

Now I have to step out and see some West Virginians at the moment. Did you introduce all of those at the table with you?

Mr. GASHEL. Yes, sir, I did.

Senator RANDOLPH. We wanted to be certain. Were you the spokesman for this group entirely?

Mr. GASHEL. Yes, sir.

Senator RANDOLPH. After hearing your statement, we would want to hear a postscript or further statement by anyone else. We have your statements, and they will all be a part of the record, of course. However, is there an afterthought that any person sitting at the witness table would have? Oftentimes that occurs. I would not want the panel to leave the witness table if there was something that needed to be stated

We have Illinois and Kansas and Florida and New York and California represented with you. Is that correct, Jim?

Mr. GASHEL. That is correct.

Senator RANDOLPH. Is it our understanding that in those States progress has been made toward the type of program structuring that you think is vital to the programs for the blind in the future?

Mr. GASHEL. Senator, I think the point made by the members of this panel—and some of these people may want to speak to their individual States—is that there are some of the States that illustrate the kinds of problems that we are talking about in terms of the structuring of programs for the blind, the fragmentation, which does exist, and the lack of service which exists as a result of that fragmentation.

We are not just talking about structure. We are talking about lack of service.

We picked these States because they are perhaps the best examples of fragmentation and lack of service.

Senator **Randolph**. They are not States that you can commend. You rather condemn them, is that it?

Mr. **Gashel**. You put it better than I did, I guess, Senator.

Senator **Randolph**. We do, as I have indicated, have your statements. We will study those statements, and all of the material will be gone into very carefully.

I want to thank all of you, as I know Senator Stafford would. I am hesitating only in that I would not want someone to feel that they haven't had an opportunity to comment further.

Elizabeth, you ought to be very happy living in Florida with the weather a little warmer than up north.

Well, thanks to you and your panelists, Jim. We are going to be moving as rapidly as we can. Thank you very much.

Mr. **Gashel**. Thank you.

Senator **Randolph**. We do, as I have indicated, have your statements available to the media and the various segments represented. I think it is important to those who desire to check those statements.

Mr. **Gashel**. And they are available here. We can get those to them.

[The prepared statements of Mr. Gashel, Mr. Rabby, Mr. Edlund, Mrs. Bowen, Dr. Freid, and Mr. Marcelino follow:]

NATIONAL FEDERATION OF THE BLIND
TESTIMONY BEFORE THE SUBCOMMITTEE ON THE HANDICAPPED
SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

February 7, 1977

Mr. Chairman, my name is James Gashel. My address is Suite 712, Dupont Circle Building, 1346 Connecticut Avenue NW, Washington, D.C. 20036. I am Chief of the Washington Office of the National Federation of the Blind.

Thirty-seven years ago the National Federation of the Blind came into being to give a voice to the nation's blind citizens, now numbering more than 450,000. Through our state affiliates in every state and the District of Columbia and our local chapters which are found in virtually every sizeable population area in the United States, we come together through the democratic process of self-organization to consider collectively the problems which we face as blind people and the solutions which are most appropriate.

Our Federation, Mr. Chairman, is the voice of the blind, organized and active. As such we play a distinctive role, representing the hopes and aspirations of blind Americans. People frequently overlook the distinction which must be made between the organized blind and the agencies for the blind. They tend to think if the word "blind" is in the name of the group (or the person representing it is blind), the group (or its representative) is a legitimate spokesman for the blind. This is not so. A fully representative and open body such as the National Federation of the Blind, where the blind come together to choose their own representatives and make their own policies, is the only kind of legitimate spokesman for the blind in a democratic society. Mr. Chairman, I have gone into some detail about this because in the matter we are discussing today (issues related to comprehensive services for the blind) it is important to understand the various perspectives involved and who they represent.

The bill providing for comprehensive services for the blind which is under consideration by this Subcommittee has the full endorsement of the blind, Mr. Chairman, and our representatives are here in numbers today as a visible demonstration of that fact. We are also pleased and proud that a sizeable number of representatives of agencies serving the blind are here to indicate endorsement by the professional administrators of the programs (both public and private) which provide services to blind persons. Several of them appear on the next panel. The broad base of support for this legislation should be evident. Actually it is a product of the collective thinking of the blind and the leading agencies in the field.

Before I turn to the specifics of the bill before the Subcommittee today, I want to remind you of some remarks which I made one year ago in the Oversight Hearings. They are relevant. I said this:

> " In the area of services to the blind, there is a particular need to expand programs for assisting the older blind. According to the 'Comprehensive Needs Study,' sixty percent of those whose visual loss places them within the range of a functional definition of blindness are age 55 or older, but these people are virtually unserved by current rehabilitation efforts. Such individuals should have available to them a broad range of services such as home teaching services, orientation and mobility services, personal adjustment services, library services, assistance in obtaining adequate housing, and assistance in identifying and utilizing educational, recreational, and other community resources leading to social participation and breaking out from a life of loneliness and isolation.
>
> " Truly one of the greatest impediments facing the modern

"multi-service state agency for the blind is the mounds of paperwork and miles of redtape which stand between its qualified professionals and the delivery services to all clients regardless of age or objective. We believe that a major step forward will be taken in serving all blind persons if the Congress authorizes funds under this Act to be expended for provision of a broad range of services to blind persons, and particularly to those who may not reasonably be expected to benefit in terms of a vocational objective.

" This authority should be contained in a separate title of the Act. Also, every effort must be made to insure that programs are structured and operated in such a manner that efforts to provide what are essentially independent living rehabilitation services to those blind persons for whom such services are appropriate (particularly the older blind) do not diminish state agency initiatives or responsibility to implement vigorously the traditional vocationally oriented programs."

Mr. Chairman, we were gratified with your obvious interest in pursuing this recommendation which we made in the Oversight Hearings one year ago. The bill providing for a federally supported comprehensive program of services for the blind which is now before the Subcommittee constitutes the legislative approach which we would like the Congress to adopt.

Section 1 sets forth the purpose of this Act which in general is to authorize grants to the states to assist them in planning a more comprehensive program of services for the blind, to provide such services, to evaluate visual logs, and to develop new or improved techniques for providing services for the blind.

Section 2 authorizes appropriations for this Act as follows: For the fiscal year ending September 30, 1977, $15,000,000; for the fiscal year ending September 30, 1978, $25,000,000; and for each succeeding fiscal year such sums as the Congress may later authorize.

Section 3 provides for the allotment of the funds authorized in this Act to the states and uses a formula which is identical to that used in the vocational rehabilitation program. This section also assures that each state which is eligible to receive funds under this Act will be entitled to no less than $50,000 in any one fiscal year. It is also provided that the Secretary of Health, Education, and Welfare may utilize up to ten percentum of the funds authorized in this Act for support of projects of special national significance in carrying out the purposes.

Section 4 sets forth the state plan requirements. Subsection (a) (1) requires that each state wishing to participate in this program must designate the state blind commission or another agency which administers the vocational rehabilitation program for the blind to administer this program of comprehensive services. In the event that an agency other than the state blind commission is so designated, the state would have to insure that such agency contains "an identifiable administrative unit" which administers the vocational rehabilitation and comprehensive services for the blind programs, that such organizational unit is at a level comparable to that of other major departments within such agency, that its director is directly responsible to the chief administrative officer of such agency, and that it developes and administers its own budget. Other provisions of section 4 assure that the program of comprehensive services for the blind will be coordinated with other major programs such as education of the handicapped, vocational rehabilitation, and social services. In addition, section 4 contains the necessary authority for making regulations along with certain reporting requirements. It is important to note that the states are specifically prohibited from imposing either age or residency requirements on clients who apply for services under this Act.

Section 5 covers the matter of payments to states. The basic eighty percent/twenty percent matching ratio arrangement (the same as is contained in the vocational rehabilitation program) is used under this Act.

Section 6 sets forth certain essential definitions. The more important ones are (1) a blind person is a person who is determined to be blind under state law. (2) The term "services to the blind" includes but is not limited to prevention of blindness services; provision of eyeglasses and other visual aids and mobility and self-help aids; adjustment services, such as mobility training and Braille instruction; activities of daily living and other rehabilitation teaching services; individual and family counseling; supportive services such as guide services, reader services, information and referral services, follow-along services, and transportation services necessary to assure delivery of services; the establishment and maintenance of a register of the blind; the establishment and maintenance of material and textbook centers and the distribution of their contents, such as talking book machines, cassette tape players, Brailled and large print books, special aids such as needles and Braille typewriters, talking books and tapes; and the warehousing, sale, and distribution of aids,appliances, and devices used by blind persons.

Section 7 requires the Secretary of the Department of Health, Education and Welfare to establish in his Department (or in any agency which may at a later date administer the vocational rehabilitation program) the Division for the Blind. This Division is to be the principle agency in the federal government for carrying out the administration of vocational rehabilitation and other rehabilitation programs for the blind authorized in this Act.

Section 8 is the nonduplication provision which insures that in determining the amount of any state's federal share of federal expenditures for planning, administration and services incurred by it under this Act there shall

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be disregarded any portion of such expenditures which are financed by federal funds provided by any other provision of law and the amount of any non-federal funds required to be expended as a condition of receipt of such federal funds.

Mr. Chairman, this bill is needed now if we are to develop and preserve quality services for the blind on a national basis. The "Comprehensive Needs Study", mandated by the Congress in the Rehabilitation Act of 1973, underscores the need. In many states and localities the majority of blind people receive little in the way of meaningful or relevant assistance. Blindness is a unique disability surrounded by countless myths and misconceptions. The typical social service agency is ill equipped (or, more accurately, not equipped at all) to help the blind, and the typical social worker is a product of the general public view of the blind which sees us as mostly dependent and nothing short of helpless. Certainly such agencies and the professionals who staff them are not well suited to assist the blind, particularly those blind persons who are in the midst of their own personal adjustment.

About the only advice offered to the blind who become clients of the general social service agency is to get a talking book machine and read recorded books to pass the time of day. There is often little,if any, encouragement to learn independent mobility and certainly not the skill to teach it. If the client is referred for vocational rehabilitation, where some specific training in techniques might be available, the answer may well be "you are not eligible -- no vocational objective, and no money for any other kind of service."

This bill is aimed at overcoming the typical situation which I have just described. The funds available to the states under this Act would compliment and supplement the vocational rehabilitation program which has been of benefit to thousands, but which still fails to reach thousands more. If this bill is adopted, the blind who are not now eligible for service by a special program for the blind should have a greater chance to lead more satisfying lives of self-sufficiency and independence.

Mr. Chairman, I want to emphasize the importance of the services we are talking about providing to people through this legislation. These are special services needed because of blindness. They are not general social services. They are services such as prevention of blindness, including outreach and visual screening; provision of special aids; adjustment to blindness services such as mobility training and Braille instruction; rehabilitation teaching -- that is, instruction in special skills and activities of daily living; individual and family counseling; guide services; reader services; information and referral services; and library services, including the establishment and maintenance of materials, equipment, and textbook centers and the distribution of their contents such as talking book machines, cassette tape players, Braille and large print books, special aids such as needles and Braille typewriters, talking books and tapes. Clearly, these are unique services which are not now provided (or are poorly provided) in most parts of the country given the present funding and organizational structures.

While this bill does provide the opportunity for the states to offer a broader array of meaningful services to all blind persons, it has the additional advantage of meshing with already existing state-federal initiatives. Section 3 (State Plan Requirements) has a heavy emphasis on coordination of programs. The requirement that the "comprehensive services for the blind" must be administered by the same agency in charge of the vocational rehabilitation program for the blind is fundamental since many of the services listed in the proposed Act are intimately associated with rehabilitation. For this reason it is our hope (and we think it should be expressed as the Congressional intent in passing this bill) that the new services authorized in this Act can be regarded as an extension of the vocational rehabilitation program for the blind, with the paper-work and regulatory requirements being kept to a minimum, and the emphasis being placed on service. We know that when new programs are added, the redtape usually expands, but we feel that this can be avoided in the case of this legislation since agencies and procedures are already in place.

With regard to the issue of coordination, this bill addresses it by recognizing that services for the blind are best provided as a total package and it encourages the states to organize their system for deliverying services to the blind along such lines. The umbrella structures for administering to "human service" programs which now exist in many states have resulted in a fragmentation of programs for the blind in every case. Unfortunately, these administrative arrangements tend to focus on numbers, not needs. Rehabilitation is seen as rehabilitation -- nevermind that there are substantive differences in the respective client populations. Library service is library service -- nevermind that library service for the blind is quite unique from library service for the sighted and requires special consideration and knowhow along with a belief in the competency and normality of the blind and a commitment to preserve and defend it.

The blind person who must hunt his way through the bureaucratic maze to find someone who understands his problem becomes frustrated. Doors are closed, programs are limited to rigidly prescribed eligibility requirements, and if you don't fit in, it's "too bad." This, Mr. Chairman, is the experience which too many blind people face. Particularly the older blind population (a majority, according to the "Comprehensive Needs Study") and the children and their parents (who should be picked up and given counseling even before the formal vocational rehabilitation process can begin) would benefit from your affirmative action on this bill.

There would be one agency to go to for a comprehensive set of services. Accountability would be strengthened because if that agency did not perform , if it was not doing its job, the blind and their friends could make this known to those responsible, including the governor and the legislature. The buck could not be passed to someone else because responsibility would be focused in one unit of government. The data reveals (and this will be documented in later testimony this morning), that where programs are organized in this manner, the services for the blind are better in every case.

The establishment of the division for the blind at the federal level in the Department of Health, Education, and Welfare (or any other agency which may later administer the vocational rehabilitation program) would be an example to the states. We invision it as a coordinating point with program responsibility for vocational rehabilitation and the other rehabilitation services which are authorized in this Act. Particularly it should facilitate the smooth administration of these programs at the federal level and insure that the new services are made a part of the present efforts without burdensome reporting requirements, statistical time studies, and the like. This can be done.

Some may ask, "Why the blind?" "After all," the argument proceeds, "other handicapped people deserve good service, and don't you think they should have it?" The answer to the second question is "yes," and to the first, it is another question, "Why not the blind?" The field of work with the blind as a distinct discipline has existed as a matter of longstanding tradition in this country and abroad. The unique nature of the disability of blindness causes it to stand apart from other kinds of physical impairments. In some respects blindness is not as severe physically as some other disabling conditions, but even so, there is clearly a unique set of techniques (such as Braille, mobility, and so forth) which must be taught by specialized personnel. In many respects the handicap of blindness has a greater social impact on the individual than do most other disabilities. Blindness conjures up all kinds of ancient myths and misconceptions. The "Comprehensive Needs Study" pointed out that according to a recent survey, people feared blindness most next to cancer.

For these reasons and due to the fact that the blind are a small minority among persons having physical disabilities, the service delivery system must be designed so as to maximize the opportunity for relevant services and minimize the blurring of distinctions. This is best done if those who provide assistance to the blind have such work as their only charge. We do support the concept of good programs for other disabled people, and nothing in this proposed legislation is inconsistent with that objective. Previously, this Subcommittee and the Congress have been able to maintain the distinctions between disability groups. The vocational rehabilitation program, itself, is one example, where the states are given the option of having one agency to administer the general vocational rehabilitation program and one to administer the program for the blind. All we are asking is that the same kind of reasoning be applied in passing this legislation.

To summarize, Mr. Chairman, the combined effect of the Comprehensive Services for the Blind Act is to encourage and enable the states to offer a broader range of needed services to the blind as a necessary supplement to the vocational rehabilitation program for the blind, provided that such services are administered together with other major programs for the blind through single state agencies or other major organizational units of state government. We think this is a rational approach to solving two of the most pressing problems confronting programs for the blind. The appropriations which would be authorized are not budget-busting in any sense of the word. The bill constitutes a good step in the right direction. It has broad support among the blind and the leading agencies for the blind. The National Federation of the Blind, therefore, urges your swift and affirmative action.

COMPREHENSIVE SERVICES FOR THE BLIND

DECLARATION OF PURPOSE

Sec. 1. The purpose of this Act is to authorize grants --

(a) To assist the several States in developing and implementing a comprehensive and continuing plan for meeting the current and future needs for services to the blind;

(b) For the evaluation of visual loss and other disabling conditions and of the services needed at the onset of blindness or as close to that time as possible, and reevaluation as appropriate;

(c) For provision of services to the blind; and

(d) For developing or demonstrating new or improved techniques for the provision of services to the blind.

AUTHORIZATION OF APPROPRIATIONS

Sec. 2. In order to make the grants to carry out the purposes of section 1 of this Act, there are authorized to be appropriated $15,000,000 for the fiscal year ending September 30, 1977, $25,000,000 for the fiscal year ending September 30, 1978, and for each succeeding fiscal year only such sums as may be appropriated as the Congress may hereinafter authorize by law.

STATE ALLOTMENTS

Sec. 3. (a) From the sums appropriated to carry out the purposes of section 1 for each fiscal year, each State shall be entitled to an allotment of an amount bearing the same ratio to the total amount being allotted to all the States as the product of (1) the population of the State and (2) its allottment percentage (as defined in sec. 8 of Public Law 93-112 as amended) bears to the sum of the corresponding products for all the States. The allotment to any State under the preceding sentence for any fiscal year which is less than $50,000 (or such amount as may be specified as a minimum allotment in the Act appropriating sums for such year) shall be increased to that amount, the total of the increases thereby required being derived by proportionately reducing the allotments to each of the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotment of any such remaining States from being thereby reduced to less than that amount.

(b) Whenever the State plan approved in accordance with section 4 provides for cooperative or joint effort between States or between or among State agencies in more than one State, portions of funds allotted to one or more such cooperating States may be combined in accordance with the agreements between the agencies involved.

(c) The amount of an allotment to a State for a fiscal year which the Secretary determines will not be required by the State during the period for which it is available shall be available for reallotment by the Secretary from time to time during the second half of the fiscal year, to other States with respect to which such a determination has not been made, and which he determines will be able to use additional amounts during such year for carrying out the purposes of this part. Any amount made available to a State for any fiscal year pursuant to the preceding sentence shall, for purposes of this part, be regarded as a part of such State's allotment (as determined under subsection (a))for such year.

(d) Of the sums appropriated pursuant to section 2, such amount as the Secretary may determine but not more than 10 per centum thereof, shall be available for grants by the Secretary to public or nonprofit agencies to pay up to 90 per centum of the cost of projects for carrying out the purposes of section 1 which in his judgment are of special national significance because they will assist in meeting the needs of the blind or will demonstrate new or improved techniques for provision of services for such persons, or are otherwise specially significant for carrying out the purposes of this Act.

STATE PLANS

Sec. 4. (a) In order to be approved by the Secretary under this section, a State plan for the provision of services and facilities for the blind must --

(1) Designate to administer or to supervise the administration of the State plan

(A) the State blind commission or other agency of the State which administers a separate State plan for provision of vocational rehabilitation services to the blind provided that such agency includes an identifiable administrative unit which

(i) is primarily concerned with vocational rehabilitation or vocational and other rehabilitation of the blind and is responsible for the vocational rehabilitation program provided to the blind by such agency,

(ii) has a full-time director who is directly responsible to the chief administrative officer of such agency provided that the functions of the director shall not be delegated to any other officer not directly responsible to such director,

(iii) has a staff employed on such rehabilitation work of such identifiable administrative unit all or substantially all of whom are employed full time on such work,

(iv) is located at an organizational level and has an organizational status within such State agency comparable to that of other major organizational units of such agency; and

(v) developes and administers its own budget;

(B) an agency of the State other than an agency described in paragraph (A) of this subsection, provided that such agency

(i) is a State agency primarily concerned with vocational rehabilitation or vocational and other rehabilitation of handicapped individuals, and

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(ii) Includes a bureau, division, or other identifiable administrative unit which

[1] is primarily concerned with vocational rehabilitation or vocational and other rehabilitation of the blind and is responsible for the vocational rehabilitation program provided to such individuals by such State agency,

[2] has a full-time director who is directly responsible to the chief administrative officer of such agency, provided that the functions of the director shall not be delegated to any other officer not directly responsible to such director,

[3] has a staff employed on such rehabilitation work of such identifiable administrative unit all or substantially all of whom are employed full time on such work,

[4] shall be located at an organizational level and shall have an organizational status within such State agency comparable to that of other major organizational units of such agency; and

[5] developes and administers its own budget;

(2) Describe (A) the quality, extent, and scope of services being provided, or to be provided, to the blind under such other State plans for federally assisted State programs as may be specified by the Secretary, but in any case including education for the handicapped, vocational rehabilitation,and social services,

(B) the quality, extent, and scope of services being provided to the blind by State programs which are not federally assisted, and

(C) how funds allotted to the State in accordance with section 3 will be used to complement and augment rather than duplicate or replace services and facilities for the blind under programs described in (A) and (B) of this paragraph.

(3) set forth policies and procedures for the expenditure of funds under the plan, which, in the judgment of the Secretary are designed to assure effective continuing State planning, evaluation, and delivery of services for the blind;

(4) contain or be supported by assurances satisfactory to the Secretary that (A) funds paid to the State under this part will be used to make a significant contribution toward strengthening services for the blind in the various political subdivisions of the State in order to improve the quality, scope, and extent of such services; (B) such funds will be used to supplement and, to the extent practicable, to increase the level of funds that would otherwise be made available for the purposes for which the Federal funds are provided and not to supplant such non-Federal funds; and (C) there will be reasonable State financial participation in the cost of carrying out the State plan;

(5) (A) provide for the furnishing of services and facilities for the blind, and (B) describe the quality, extent, and scope of such services as will be provided to eligible persons;

(6) describe the eligibility criteria in accordance with the definitions of blindness as set forth in section 6 of this Act and provide that no person shall be excluded from eligiblity because of age or residence requirements;

(7) provide that services and facilities furnished under the plan for the blind will be in accordance with regulations, including policies as to the scope and quality of such services and the maintenance and operation of such facilities;

(8) provide such methods of administration, other than methods relating to the establishment and maintenance of personnel standards, as are found by the Secretary to be necessary for the proper and efficient administration of the plan;

(9) provide that the State agency designated pursuant to paragraph (1) will make such reports, in such form and containing such information, as the Secretary may from time to time reasonably require, and will keep such records and afford such access thereto as the Secretary finds necessary to assure the correctness and verification of such reports;

(10) describe the methods to be used to assess the effectiveness and accomplishments of the State in meeting the needs of the blind in the State, including the methods to be used in obtaining the participation of the blind in such assessments;

(11) provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of and accounting for funds paid to the State under this Act; and

(12) contain such additional information and assurances as the Secretary may find necessary to carry out the provisions and purposes of this Act.

(b) The Secretary shall approve any State plan and any modification thereof which complies with the provisions of paragraph (a). The Secretary shall not finally disapprove a State plan except after reasonable notice and opportunity for a hearing to the State.

(c) The Secretary shall discontinue payments under this Act in the same manner and on the basis as he is required by section 101(c) of Public Law 93-112 as amended to discontinue payments under title I, and judicial review of such action shall be had in the same manner as is provided in section 101 (d) for similar action taken by him under section 101 (c).

PAYMENTS TO STATES FOR PLANNING, ADMINISTRATION, AND SERVICES

Sec. 5. (a) From each State's allotment for a fiscal year under section 3 the State shall be paid the Federal share of the expenditures incurred during such year under its State plan approved under section 4. Such payments may be made (after necessary adjustments on account of previously made overpayments or underpayments) in advance or by way of reimbursement, and in such installments and on such conditions as the Secretary may determine.

(b) For the purpose of determining the Federal share with respect to any State, expenditures by a political subdivision thereof shall, subject to such limitations and conditions as may be prescribed by regulations, be regarded as expenditures by such State.

(c) The federal share with respect to any State shall be 80 per centum of the expenditures incurred by the State during such year under its State plan approved under section 4.

DEFINITIONS

Sec. 6. For the purposes of this Act --

(a) The term "blind" means a person who is blind under State law including such a person who has one or more other disabling conditions.

(b) (1) The term "services to the blind" includes but is not limited to: (A) prevention of blindness services, including outreach, visual screening, surgical or therapeutic treatment necessary to prevent, correct, or substantially modify the eye condition and other disabilities, necessary hospitalization in connection therewith; (B) provision of eyeglasses and other visual aids and of mobility and self-help aids; (C) adjustment services such as mobility training, Braille instruction and equipment; (D) activities of daily living and other rehabilitation teaching services; (E) individual and family counseling;

and (F) supportive services such as guide services, reader services, information and referral services, follow-along services, and transportation services necessary to assure delivery of services.

(2) Such term also includes (A) the establishment and the maintenance of a register of the blind; (B) the establishment and the maintenance of materials, equipment, and textbook centers and the distribution of their contents such as talking book machines, cassette tape players, Brailled and large print books, special aids such as needles and Braille typewriters, talking books, and tapes; (C) the warehousing, sale, and distribution of aids, appliances, and devices used by blind persons; and (D) necessary costs of administering programs providing services for the blind under the State plan approved in accordance with section 4.

(3) Any medical or medically related services (other than those related to screening and evaluation) or any supportive services related to maintenance under paragraph (1) shall be provided only after full consideration of eligibility of the blind individual for any similar benefit by way of pension, compensation, and insurance.

DIVISION FOR THE BLIND

Sec. 7. The Secretary shall within ninety days after enactment of this Act establish within the Department of Health, Education, and Welfare or any agency, establishment, or other entity within the government of the United States to administer the Vocational Rehabilitation Act, a division for the blind which shall be the principle agency in the Department of Health, Education, and Welfare or any agency, establishment, or other entity created within the government of the United States to administer the Vocational Rehabilitation Act for administering and carrying out programs and projects relating to vocational rehabilitation and related services for the blind including programs and projects for the training of specialized personnel needed in rehabilitation programs for the blind and for research in such rehabilitation and related services. In carrying out the functions of this division, the Secretary shall develop appropriate methods to facilitate client participation in the formulation of program objectives within the division and at the State agency or other grantee level.

NONDUPLICATION

Sec. 8. In determining the amount of any State's Federal share of expenditures for planning, administration, and services incurred by it under a State plan approved in accordance with section 4 there shall be disregarded (a) any portion of such expenditures which are financed by Federal funds provided under any provision of law other than this Act, and (b) the amount of any non-Federal funds required to be expended as a condition of receipt of such Federal funds.

TESTIMONY PRESENTED BY RAMI RABBY BEFORE THE SUBCOMMITTEE
ON THE HANDICAPPED OF THE SENATE COMMITTEE ON LABOR AND
PUBLIC WELFARE, MONDAY, FEBRUARY 7, 1977.

Mr. Chairman, Members of the Subcommittee:

My name is Rami Rabby, and my purpose is to urge you strongly to support the bill providing comprehensive services for the blind, which is now before you. I come before you, today, primarily in my professional capacity as a management consultant. For the past seven years, I have served my client organizations in the areas of organization analysis and design, manpower planning and development and other human resource management functions. At the same time, I have acted, for many years, as an advocate for rehabilitation services and programs for the blind and disabled, serving as a member of the Illinois Governor's Committee on the Handicapped and as Chairman of the Advisory Committee to the Client Assistance Project, in the Illinois Division of Vocational Rehabilitation. Since, prior to 1967, I lived and worked in Europe and Israel, the testimony which I present to you is not only founded on my experience in this country but is also reinforced by my international perspective on the structure and process of human services, in general, and rehabilitation of the blind, in particular.

The presumptions inherent in the Rehabilitation Act of 1973, as amended, seem to be: (a) that only those disabled persons for whom employment is a realistic objective are worthy of rehabilitation services under the Act, and (b) that current recipients of rehabilitation services under the Act, come to their state rehabilitation agencies already equipped with the psychological and functional wherewithal necessary to take advantage of the vocational rehabilitation services that are offered to them. I submit that it is now time for us to brush aside these presumptions and continue to build our present system of rehabilitation services as they apply to the blind on the basis of a broader philosophy of rehabilitation and a more comprehensive and appropriate view of the rehabilitation needs of this segment of the disabled population.

I view the objective of the rehabilitation process as either (a) the restoration of a newly blinded person to an independently functioning status at least equal to that which he or she enjoyed prior to the loss of sight, or (b) the expansion and development of an already blinded person's skills and techniques to their optimal levels and maximum capacity. In both cases, the overall goal is the complete integration and assimilation of the blind person into the mainstream of society and the community.

If this is, indeed, the objective, and if that is, in fact, our overall goal, then our existing rehabilitation effort must have either by-passed or ill-served a vast number of blind Americans.

Over the years, I have become convinced by my experience both as a management consultant and as an advocate for rehabilitation services that services to people, whether they are the employees of a company or the clients of a rehabilitation agency, must be global in nature and that an overly narrow or uni-dimensional focus on them can only result in administrative inefficiency, diluted service and misspent dollars.

For example, a blind senior citizen may not be physically capable of embarking on a career of full-time employment in a structured organizational setting in private industry, but could, with some mobility teaching, instruction in "jumbo-dot" braille, training in the use of a closed circuit TV device and development of daily living skills, easily engage in part-time or volunteer employment as a foster grandparent, telephone sales solicitor, clerical assistant in a community organization or political campaign, etc. It would, indeed, be tragic if such a human resource were left to vegetate and if we did not channel it into productive uses either in the formal or informal labor market.

All too often, I have been dismayed to see capable blind persons who, simply because of the lack of a guide or a reader, or available transportation, have missed hearing and taking advantage of an interview for employment, an advertised vacancy, and the like. Again, needs such as these dictate the establishment of comprehensive services to the blind, which are not limited to evaluating and determining vocational potential of an individual but actually provide the individual with the tools for taking advantage of potential employment opportunities.

Time and time again, I come across highly qualified blind persons, some of them executives and college teachers before losing their sight, whose attitude toward their blindness is positive but who simply lack the facility with the use of braille or the comfortable ease of maneuvering their way with a cane which would otherwise enable them to accept lucrative opportunities at least equal to their previous employment. Clearly, then, a positive attitude and the offer of an opportunity are not enough; these must be founded on an adequate base of practical skills and techniques without which independent functioning is impossible. In my own case, I shall always regret having been initially taught braille through the use of a noisy and cumbersome braille typewriter rather than through the use of a slate and stylus. Fortunately, my well-developed memory and my dictating machine have saved me in most of my client situations, but occasionally, my functioning is still impaired because I was not trained in this essential skill.

It is not enough, however, that comprehensive services to the blind of this kind be provided. Comprehensive services, if they are to be effective, must be organizationally structured in such a way as to exert their fullest possible impact on the blind person receiving them. It is my view that the Congress must do its utmost to insure that comprehensive services to the blind will be administered, to the greatest extent possible, by an independent governmental entity having its own chief executive officer and exercising control over the development and administration of its own budget.

In Illinois, for example, services and programs for the blind are highly fragmented and scattered among a host of different departments and units of state government; the day-to-day operation of library services for the blind has even been relegated to the municipal government of the city of Chicago. As a result, blind clients are shunted back and forth, from one agency to the next, from one counsellor to the next, from one set of forms and records to the next, often with no end in sight. The duplication of effort, the overlapping of responsibilities, and the disjointed nature and uncoordinated thrusts of different phases of the rehabilitation process are invariably frustrating and debilitating in the extreme. But most importantly, the absence of a single executive authority over comprehensive services for the blind makes for the implementation of inconsistent rehabilitation philosophies throughout the service delivery system.

For example, in the pre-vocational orientation and training center, a legally blind client may be encouraged to use whatever sight he has left, while the use of braille might correspondingly be de-emphasized. Such a philosophy would be highly detrimental to the blind client, once he were transferred to the division of vocational rehabilitation where skill in braille reading may be regarded as absolutely essential for successful placement in many occupations.

Similarly, the division of vocational rehabilitation may be genuinely interested in educating its blind clients as to the breadth of career options available to them in the labor market. However, if the regional library for the blind views its role as one of primarily providing pleasure reading services to its clientele, the goal of the vocational rehabilitation agency will be correspondingly frustrated.

By way of analogy, in my capacity as a consultant in the area of human resource management, I am privy, on a daily basis, to the deleterious effects which fragmented personnel administration can have on a company's work force, and the benefits which comprehensive and consolidated policy development and program implementation can bring to the same company.

For example, a company's training director may institute progressive manpower development programs designed to motivate employees to achieve ever increasing levels of performance and productivity. However, if the salary administration program provides for across-the-board increases only rather than individual merit increases based on performance, the training director's work will be for naught.

Similarly, company policy may be to encourage the lateral transfer of employees between company locations and functions. However, if there exists no uniform criteria of employee performance appraisal across divisional or functional lines, a poor employee who requires additional on the job training might be transferred to a new position with different responsibilities, while a seasoned employee who requires broader and more diversified experience may remain on the same job.

Mr. Chairman, Members of the Subcommittee, in conclusion, let me reiterate, in part, what I said earlier. In the field of rehabilitation of blind persons, we have, in the past, tended to focus our attention on what we now realize to be too small a segment of the rehabilitation market. This tendency has resulted, in my view, not only in gross neglect of potentially valuable human resources but also in inefficient service to that segment of the blind population which we _have_ served.

Rehabilitation of the blind is a highly specialized endeavor concerned with people who have very unique and distinctive needs. Its success depends largely on a recognition of the complex interplay between social attitudes, psychological adjustment and practical skill development. It is these characteristics which dictate more comprehensive treatment of blind rehabilitation than is now in effect, treatment in an organizational setting which assures for these services integrated administration, consistent policy-making and organizational emphasis and visibility.

I strongly urge the Subcommittee to support the bill providing for comprehensive services for the blind which is now before it. It makes not only rehabilitation sense but management sense, too. Thank you.

MR. RICHARD EDLUND - - TESTIMONY BEFORE THE SUBCOMMITTEE ON THE HANDICAPPED
SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE
February 7, 1977

Mr. Chairman and members of the Committee , I would like to express my appreciation for the opportunity of appearing here today as a member of the Consumer's Panel. My name is Richard J. Edlund. My address is 7146 Kaw Drive, Kansas City, Kansas. I am a businessman. I am also an officer of the National Federation of the Blind, and I have been recently retained by the State of Kansas as consultant to the State Services for the Blind. I have traveled extensively both as an individual and as an officer representing the National Federation of the Blind. I have had the opportunity to see states that operate both under the separate agency concept and the super "umbrella" agency concept, and I have found, without exception, that the states that operate under the super "umbrella" agencies have inferior programs in all facets of the programs serving the blind. I feel that this legislation encouraging the states to a separate agency is a very important piece of legislation and certainly a step in the right direction toward helping to improve the programs for the blind and also toward getting the best mileage out of every tax dollar that is invested.

But let me tell you about the State with which I am most familiar, that is, the State of Kansas. Kansas is under the super "umbrella" agency, called Social and Rehabilitation Services. Blind services in our State fall about five layers down below the director of S.R.S. The Director of Services to the Blind in the State of Kansas has not much more authority than an office manager would have. He has little to do with establishing policy and practically nothing to do with the expenditures out of the budget, and absolutely no access to creating legislative changes within the State.

So now let me give you some statistics. It is estimated in the State of Kansas there are somewhere around 7,000 blind people. 3,300 blind have been identified. 750 blind are in the case files. The active case file contains just less than 400. In our state we have 11 counselors for the blind and 6 rehab teachers. This is excluding the teachers that are in the Orientation Center. Each rehab teacher has quite a sizeable caseload. The work consists basically of teaching blind people in their homes certain skills about the home, certain communication skills, but practically no mobility skills. Any mobility skills that are taught are usually taught at the Orientation Center in Topeka, the State Capital. As you know, vocational rehabilitation funds are usually limited to those between the ages of 18 and 60. Therefore, those who are over 60 have no access to the availability of mobility and communication skills. Usually people in that age bracket have no desire to leave home to go to the Orientation Center to spend two to three months. The younger people below the age of 18 have mobility training and communication skills taught by special education teachers who aren't necessarily qualified to teach in that field. Some school districts do, from time to time, consult with the counselors from Services to the Blind who may not be qualified in that field either. I feel that communications and mobility skills are two very vital and essential things to independence for blind people.

Another area, Mr. Chairman, that this legislation would certainly assist is improvement of the library programs. The availability of the books and periodicals is, I feel, very essential to the education of all people. Presently in my State all the books that are available are the books that are produced by the Library of Congress. Our library system leaves a great deal to be desired. All that's available in the State are talking books on records or on cassettes. The entire Braille collection, such as it was, was given over to the State of Oklahoma. Kansas now contracts with the State of Oklahoma to send Braille books to the blind persons in the State of Kansas who request them. When requesting a book from out of state, it takes from three to six months to get the book that you want, if it's available. If it's not readily available, there is very little effort made to make it available. There are important provisions in this Bill to make monies available for the library to become more responsive. Another thing that would make the library more responsive would be if it were a part of Services to the Blind within the State. Presently it is completely and totally separate from Services to the Blind.

Textbooks for blind students, whether they be Braille, cassette, recorded disk, open reel-to-reel tape, are available only through the school for the blind. That falls under a separate agency -- the Board of Regents. It, like the library, also has no direct connection or responsibility to Services to the Blind.

Mr. Chairman, Services to the Blind was placed under this super "umbrella" agency six years ago. We have seen the programs for the blind erroding away gradually -- bit by bit, piece by piece ; inefficiency created in the name of efficiency ; services to the blind being gradually eliminated and lumped in with all other handicaps in the general agency. And it has been my observation that the general agency and the counselors that work for them do not see blindness as any sort of a unique disability. Under the general agency, one disability is the same as all others, and the thing that will ultimately happen is the blind, being such a very small minority, will be the ones that are left. And so, Mr. Chairman and members of the Committee, I hope you see fit to recommend and work for this piece of legislation. If you do, you will be providing a very great service for the blind people of this nation, because I believe it has been graphically demonstrated that the only responsive agency is a separate agency-- an agency that has control and responsibility of all facets of work for the blind, and a director placed in a position of responsibility as well as accountability to the blind of the state could, and would, improve the lives and opportunities and income of the blind. When this legislation is passed, it will certainly ease the tasks of the organized blind when approaching the legislature to improve programs. This piece of legislation would broaden the opportunities for blind people. It would also fill in the places where there are gaps in services to blind people. In other words, this is a critical piece of legislation, and the blind of this nation need it.

Mr. Chairman and members of the Committee, I again wish to thank you for the opportunity of appearing here and presenting these views to this Committee. It is always a pleasure to participate in the democratic process, so thank you for hearing me.

Testimony of Mrs. Elizabeth Bowen
before the Subcommittee On The Handicapped
of the Senate Committee on Labor and Public Welfare
Monday, February 7, 1977

Mr. Chairman, I speak to you today as a consumer, as the president of the National Federation of the Blind of Florida and as a member of the Executive Committee of the National Federation of the Blind, the largest organization of blind consumers in the world. Although this bill addresses itself to many important problems faced by blind persons today, I will limit my remarks this morning to two groups, blind children and blind senior citizens, who have previously been virtually forgotten and who, in my opinion, stand to benefit most from the passage of this bill.

In my capacity as president of a statewide organization of the blind, I receive many inquiries from blind persons and friends or family members of blind persons. With few exceptions, the theme of these letters, is the same; "Where can I get help to deal with the problems of blindness?". The problems are numerous and diversified, ranging from a frantic mother who has just learned that her child will be blind for life, to a lonely, elderly lady who has just lost her sight and is frightened because her family wants to send her to a nursing home. For some of these problems there is help available immediately from the state agency for the blind and it is simply a matter of informing the person of the programs and services to which he is entitled. Unfortunately and tragically, for others there are no easy answers, either because the person does not meet the qualifications for certain services or because there are not enough funds for such special programs.

One of the groups who receive practically no services from the state agency in Florida are blind children under fourteen years of age. The Florida Legislature mandated in 1972 that all counties provide an academic education for handicapped children within the public school system. However, there are insufficient funds available to meet the special educational needs of blind children. For example, there is little if any mobility training in the school programs, and virtually no money available to purchase special equipment such as Braille writers, tape recorders or typewriters, necessary for blind children to successfully complete their elementary and secondary education. Because children are not eligible for vocational rehabilitation funding, the money for their special educational needs must come primarily from educational appropriations within the state. As you know, Mr. Chairman, in education there is never enough money.

With the new awareness of the problems of senior citizens in this country, I believe that this bill addresses itself in a significant and timely way to the problems of our blind senior citizens. The majority of blind persons in Florida who need services from the state agency are over fifty-five years of age. Most of these people, because of their age, are not candidates for vocational rehabilitation. Some persons may be served under the Title XX Act, but others do not qualify because of the antiquated means test required for use of these funds. Their needs are not complex. After introduction to some aids which can be useful to them, some training in mobility and some reassurance, they are able to live an independent and normal life in their community. This is not too much to ask, and yet many newly-blinded older persons must live in nursing or retirement homes simply because there are no funds to provide these basic services.

Finally, Mr. Chairman, a problem germane to both blind children and newly-blinded adults is the attitude of their family toward their blindness. With a good program of family counseling, many of the psychological barriers faced by some blind persons could be alleviated and their rehabilitation made easier. In

Florida, the responsibility for family counseling is that of the social worker. In my area of the state, we have one social worker who, at present, has a case load of over five hundred clients. With her other duties, and such a large case load, very little, if any, family counseling can be provided. Our organization attempts to fill the gap whenever possible, but unfortunately, we only skim the surface of what needs to be done.

In closing, Mr. Chairman, the problems I have cited are by no means isolated ones. In fact, I have been told that in Florida we are lucky. In some states there are no public educational opportunities for blind children and no training in the skills of independent living for the aged blind. I believe that this bill will be instrumental in alleviating some of the problems of those forgotten persons who, although not eligible for vocational rehabilitation, still wish to be a meaningful participant in our society and who deserve to be as independent and productive as our technical and professional resources will allow.

SERVING THE RELIGIOUS AND CULTURAL NEEDS OF THE JEWISH BLIND
THE JEWISH BRAILLE
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January 31, 1977

Hon. Jennings Randolph
Chairman, Subcommittee on the Handicapped
Room 10-B, Russell Senate Office Building
Washington, D.C. 20510

Dear Senator Randolph:

The Jewish Braille Institute of America is the national organization of American Jewry in work for the blind in general and the Jewish blind in particular.

We have by far the largest group of volunteers, more than 1900 women throughout the nation, providing books and materials for the blind in braille, large type and on tapes and cassettes. Our tradition is one of non-sectarian and non-discriminatory service to all the blind of the United States regardless of race, religion or national origin, to provide whatever materials the blind person is unable to obtain elsewhere. Following World War II we successfully pioneered a nationwide program for the integration of blind children into their own community public schools with sighted children by pledging the local boards of education to provide the blind pupils gratis with every textbook in braille that the sighted children have.

Our agency is held in high esteem by the blind whom we serve by reason of the fact that we are an agency not only for, but of and by the blind as well, whose program and policy are determined with the equal participation of our blind board members, and which is dedicated to the objective of equality and normality for the blind as whole persons and first-class citizens in our democratic society. We also conduct an International Literary Braille Competition to demonstrate that blind persons possess a share of the wealth of the cultivated mind and the literary talent to express themselves creatively; and to uncover that talent, among the blind of all faiths, nations and colors.

For your Committee's information, I am enclosing a copy of my listing from WHO'S WHO IN AMERICA. As you can see I am the JBI Executive Director, a former University teacher of sociology, and former Chairman of the Faculty of the New School for Social Research.

During more than two decades as Editor of THE JEWISH BRAILLE REVIEW which is a highly intellectual and cultural monthly magazine of the quality of COMMENTARY, designed for blind professionals and college students and graduates, I have witnessed a revolution generated by the blind themselves to attain equality of participation in agencies for the blind as a crucial example of their ability and right to equality in the sighted world as well.

I have seen the blind accept the struggle and achieve the triumphs that lead to equality of education, training and opportunity without which equality of being and life are unattainable.

It has been an "Operation Bootstrap" in which the blind have lifted themselves out of employment ostracism and the condition of being self-ostracized, to obtain the status and dignity that rightfully belong to all free citizens in a democratic society to achieve their own potential, hopes, aspirations and personal fulfillment.

In this way have the blind come to achieve freedom from human bondage, secure in the knowledge that given the opportunity to contribute their abilities they can achieve equality and normality as human beings with the right to fulfillment rather than frustration.

A serious roadblock across the path to the future of the blind to first-class citizenship in American society is the procrustean bed into which the blind are being lumped with all the physically handicapped at the cost of ignoring their distinctive individual differences and needs which require unique handling and service because of the nature of blindness and its special requirements. Rather than facilitating the struggle of the blind to become positively contributing dues-paying citizens of this nation the effect of this bureaucratic myopia has been the homogenization and lowest common-denomitarization of the blind to their serious detriment. On the surface, a bureaucratic Potemkin facade may present a pretty picture in budgetary reports. But examine it closely and the cosmetic sheen fades to reveal tremendous costs in human frustrations and hopes betrayed. Touch it with intelligent cost analysis and the false facade crumbles to reveal the catastrophic hobbling of human potential and consequent earning and tax-paying ability, and the fact that this cutting of square blind pegs to fit into the round holes of the general physically handicapped population is a social and human welfare disaster and another unfortunate proof positive of the "penny wise-pound foolish" fallacy.

It is my belief, based upon the empirical results of the "all in the same boat" programs that include the blind with the overall handicapped population, that instead of the good intentions of the legislators to produce a smoother on-track voyage for the beneficiaries, they have, albeit unintentionally built in the prospects of a derailment for the blind. Calling this progress will not put any clothes on the Emperor. An analogy would be to call the assassination of the Mafia Capo, Joe Gallo, an exercise in population control.

Our Jewish Braille Institute of America has one of the world's foremost private libraries for the blind. As I have also said, I edit a world renowned periodical for the blind. I am appalled by my nationwide correspondence which again and again, ad nauseum, speaks of the inadequacy of state library services for the blind. If at all possible, I would urge that your Sub-committee recommend that a good portion of the monies that it allocates to the states for services to the blind could be fruitfully expended in improving library services for the blind. This would be a boon for those who feel themselves parched for want of access to more and better library materials and books, both fiction and non-fiction, covering the problems and current events of our time and including professional works for blind teachers, lawyers, etc.

The story of the blind is that of a both tragic and heroic climb from the abyss of a degraded status to a bridgehead of equality occupied by the courageous blind who have wrenched it from benevolent paternalists who control many of the agencies for the blind on the one hand, and on the other from a grudging, misunderstanding sighted society who considered the blind only as objects of pity.

The struggle has been to have the blind judged on their ability, not their disability -- their ability to perform on a par with the sighted on the job, and in the determination of the conditions that affect their lives. The organized blind consider blindness as essentially a nuisance that only unconscious prejudice and discrimination by the sighted world transform into an unnecessary handicap.

Why has the struggle been so difficult? Because too often the insights and experiences of the blind and effective input know-how and participation as consultants in grappling with the problems that concerned them and the programs designed to help solve those problems, and to serve the unique needs of the blind have been either bypassed, overlooked or unused. It is to the great credit of this Sub-committee and to its Chairman who has a place of honor in the annals of the blind that this input is being made today to help it in its deliberations.

The Jewish Braille Institute of America is joined in the struggle of the blind to overcome, and to achieve a just and equal status in our society. Legislative programs determined in partnerships with the blind so that they are effectively targeted to meet the needs of the blind will make it possible for the blind to lead normal lives that give fulfillment to talents, aspirations and personality. Let this be done and the blind will attain through their own merits, education, training and abilities the equality, security and opportunity that are the sesame to the American promise of life, liberty and that pursuit of happiness for all of us that is the glory of our democratic heritage.

Sincerely,

Jacob Freid

Jacob Freid
Executive Director

JF:lb
enc.: Page from Who's Who in America
New York Times article on International Literary Braille Competition

1920-37 [illegible] edn. N.Y.U., 1937-41 prof. pub. health U. Minn. 1941-46 adminstr. Nursing Services Am. Nat. Red Cross, 1946-50 chief nursing sect. [illegible] 1948-49 [illegible] prof. pub. health adminstrn. Johns Hopkins, 1950-62 prof. pub. health, 1962-71 prof. emeritus, 1972—; mem. adv. panel on nursing WHO; also Tech. Com. on Pub. Health Nursing [illegible] Nat. Health Council, pres. [illegible] v.p. state bd. nurse examiners Minn. 1943-46. Recipient [illegible] prize for pub. health achievement, 1971. Fellow Am. Pub. Health Assn. (chmn. nursing sect. 1947-48) mem. N.Y. League Nursing (pres. 1955-59), Am. Minn. (pres. 1944-46) nurses assns. Am. Nat. Soc. Health Edn. [illegible] Author numerous books including Public Health Nursing Practice, 1950, rev. 1963; (with [illegible] Holmes) Administration of Public Health Services, 1960; Community Health Nursing Practice, 1970; also articles. Home: [illegible] Massachusetts Av NE Washington DC [illegible] *Without any "grand plan"—just doing what came to hand, whether or not it appeared "important", by taking satisfaction from possible small gains while pushing for the more global social response, [illegible] involvement with [illegible] at higher levels [illegible] involvement with individuals and small groups—this has produced a rich and rewarding opportunity to help shape [illegible] in nursing and public health, for which I am ever grateful.*

FREEMAN, VERNE CRAWFORD, [illegible] dean; b. [illegible] Ind., Dec. 25, 1900; s. Charles Willard and Nettie May [illegible] F.; B.S.A., Purdue U., 1923; M.S.A., 1926; m. Mary [illegible] Dean, June 26, 1926; 1 son, Richard Dean. Tchr. [illegible] high sch. [illegible], Ind., 1923-25; asst. to dean, instr. animal husbandry, Purdue U., 1926-[illegible] asst. dean Sch. Agr., 1937-39, asst. prof. animal husbandry, 1938-41, asso. dean Sch. Agr., 1939—, prof. animal husbandry, 1942—, [illegible] prof. animal sci., 1967—, emeritus, 1969—; faculty rep. Intercollegiate Conf., 1945-69; [illegible] Fundamental Edn. mem. [illegible] Ind. bd. Edn. [illegible] Lafayette Community House. Trustee Lafayette Home Hosp., 1961-61, Sagamore council Boy Scouts Am. [illegible] Lafayette YMCA. Recipient Nat. gold medal award Kappa Delta Pi, 1969. Fellow Am. Soc. Animal Sci. mem. N.E.A., Adult Edn. Assn., Am. Council Edn., Am. Farm [illegible] Assn., A.A.U.P., Am. [illegible] Assn., Am. Inst. Biol. Scis., Alpha Tau Alpha, Alpha Gamma Rho [illegible] pres.), Alpha Zeta [illegible] Phi [illegible] Phi, Kappa Delta Pi, Pi Chi Omega, Sigma Delta Chi [illegible] Mem. [illegible] Ch. Mason (33 deg.) [illegible] Purdue Glee, Purdue Centurian. Home: 518 [illegible] West Lafayette IN 47906. *One life, from the [illegible] to [illegible] from [illegible] immortality, albeit from [illegible] in all that one mortal man can hope to attain. Personal accomplishment, [illegible] may [illegible] the [illegible] allotted years. A cheery smile on a happy face makes an impression that is hard to erase.*

FREEMAN, WARREN SAMUEL, educator; b. Boston, Nov. 11, 1911; s. Samuel James and [illegible] F.; Mus.B., Boston U., 1932, M.Ed., 1937, Ed.D., 1955 [illegible] Harvard, [illegible] m. Phyllis J. Brown, June 1, 1935 (div.); 1 son [illegible] m. 2d, Gene [illegible] May 29, 1944 (div.); children—James A., [illegible] m. 3d, Ruth Collar, July 23, 1956; 1 child [illegible] Dir. music [illegible] Haverhill, Mass., 1932-35, [illegible] Tchrs. Coll., Hyannis, Mass., 1935-37, Belmont, Mass., 1937-46 [illegible] Boston U., 1946-49, dean Coll. Music, 1949-[illegible] music edn. dept. Boston Conservatory Music, [illegible] U.S., producer music [illegible] Lowell [illegible] Austria and elsewhere [illegible] Normal Sch. [illegible] Tchrs. Coll., 1937-39 [illegible] Gt. Barrington, Mass., 1962 Am. Acad. [illegible] Kingsley Hall Sch., [illegible] Conn., 1961-[illegible] Scholarship Found. [illegible] Orch. Boston [illegible] Children's Concerts, 1948, N.E. [illegible] Theatre, All [illegible] Music Sch., N.E. Music Festival Assn. [illegible] Mack Camp, Barrington, Mass. [illegible] Festival Vienna [illegible] Mack Found. for Young Americans [illegible] Music, Ashmere Acad. [illegible] Mountain, Salisbury, Conn. [illegible] 1942-46 Mem. Mass. Music Educators Assn., Music Educators Nat. Conf., Musicians Protective Assn., Nat. Assn. [illegible] Schoolmasters Club, Phi Mu Epsilon, Phi Delta Kappa. Author: Story of Music, 1937; [illegible] How to [illegible] Children to Know Music, 1940; [illegible] Elementary Schools, 1948; [illegible] 1950; Tone and Tune, [illegible] Children's Book of [illegible] Great Composers, 1952; Music Everywhere, 1954; [illegible] edn. [illegible] Home: 516 Harrison St Oak Park IL 60304

FREEMAN, WILLIAM ERNEST, JR., architect; b. Greenwood, S.C., Apr. 11, 1913; s. William Ernest and [illegible] F.; B.S. in Architecture, Clemson U., 1934; m. [illegible] Dec. 31, 1937; children—William Ernest III, [illegible] Thomas. Draftsman, designer William R. Ward, Architect, [illegible] S.C., 1935-39; archtl. examiner FHA, Columbia, S.C., 1939-[illegible] W.E. Freeman, Jr. & Assos., Greenville, [illegible] partner Freeman Wells & Major, Architects, Greenville, 1965—; dir. [illegible] Savs. & Loan Assn., Greenville, v.p. [illegible] S.C. Bd. Archtl. Examiners, 1951-59 [illegible] Archtl. Commn. 1967-70, Gov. S.C. Beautification and Community [illegible] Bd. 1969-72; chmn. Greenville Planning and Zoning Bd. Adjustments 1953-60. Pres. [illegible] Archtl. Found. (Clemson U.), 1955-[illegible] engring. adv. bd. 1950-53. Fellow A.I.A. [illegible] pres. S.C. chpt. 1951-52, regional dir. 1962-65 [illegible] Greenville Art Assn. [illegible] Rotarian Club. Greenville Country. Archtl. works include [illegible] High Sch., 1957; St. Mark [illegible] Ch. [illegible] Valdese, N.C., 1965; [illegible] Clemson U., 1966; St. Mathew Meth. Ch., Greenville, 1967; [illegible] Kennedy-Tuxaway Nuclear [illegible] 1968; First Fed. Savs. & Loan Assn. Main Office Bldg., Greenville, 1973. Home: 22 [illegible] Lane Greenville SC 29609 Office: 401 [illegible] St Greenville SC 29601

FREEMAN, WILLIAM MISER, [illegible] exec.; b. Chgo., May 5, 1919; s. Gaylord Augustus and Pauline Augusta [illegible] F.; B.A. cum laude, [illegible] 1941; grad. Advanced Mgmt. Program, [illegible] 1956; m. [illegible] Stevens, Nov. [illegible] 1941; children—[illegible] James [illegible] Margaret Pauline. With [illegible] 1941—, v.p., gen. mgr. [illegible] div., 1964-66, v.p. [illegible] 1968-72 [illegible] finance [illegible] 1970—; [illegible] Standard Am. Financial Corp. [illegible] Canada Uarco Inc., Barrington [illegible] Nat. Alumni Council [illegible]

Barbara (Mrs. Richard [illegible]), Nancy (Mrs. William E. Russell Jr.). [illegible] Times, 1925-32; v.p., gen. mgr. Ludlow Corp., Jersey City, 1932-36; v.p., sales mgr. [illegible] Co., [illegible] Mass., 1936-[illegible] sales and adv. mgr. Manning Bowman Co., Meriden, Conn., 1939-41 [illegible] Corp. [illegible] 1943-47 [illegible] Lustra Corp. Am. and affiliate Ampex Corp., 1947-59; exec. v.p. 1959-65, pres. Ampex Corp., 1965-67, pres. Ampex div. exec. v.p. Lustra div. [illegible] Internat. Tel. & Tel. Illumination Corp., 1967-69, sr. adv. cons. ITT Illumination div., 1969—. Mem. Illuminating Engring. Soc., Nat. Fed. Sales Exec., Am. Mgmt. Assn., Nat. [illegible] Photographic Mfrs. and Distbrs. Assn. [illegible] Nat. Assn. Photographic Mfrs., Am. Hosp. Assn., N.Y. Sales Execs. Club, [illegible] Assn. Club, Hempstead Country [illegible] Home: Commodore Apts Galt Ocean Mile Fort Lauderdale FL 33308

FREEMYER, HOWARD ROSS, lawyer; b. Bedford, Ia., July 3, 1941; s. [illegible] and Maxine [illegible] F.; B.A., Southeastern Coll., 1963; M.S., Kan. State Tchrs. Coll., 1965; [illegible] Fellow [illegible] 1967-68; J.D., [illegible] 1970; m. Marilyn Sue Baumgarner, Aug. 30, 1964; children—Lori, Ryan, Zackary. Admitted to Tex. bar, 1970; [illegible] 1965-67; county atty. Kent County, Tex., 1973—; [illegible] Mem. Am., Tex. bar assns., Tex. Dist. and County Atty. Assn. [illegible] Beta Beta Beta, Delta [illegible] Phi. Democrat. [illegible] Home and office: Box 21 Jayton TX 79528

FREESE, RAYMOND WILLIAM, educator; b. Russell, Mo., Dec. 17, 1934; s. Herman E. and Lydia [illegible] F.; B.S. in agr., U. Mo., 1956, B.S. in edn., 1958, M.A., 1959, Ph.D., 1961; m. Celia Ann [illegible] Aug. 10, 1957; children—Carl Herman, William Charles, Timothy Carl. Instr. mathematics U. Mo., 1958-61; asst. prof. mathematics St. Louis U., 1961-64, asso. prof., 1964-67, prof., 1967—, [illegible] 1971—. [illegible] Bd. Edn., 1967-69 [illegible] Nat. Sci. Found. [illegible] fellow, 1957-58 [illegible] Mem. Math. Assn. Am. [illegible] Am. Math. Soc. [illegible] Sigma Xi, Phi Eta Sigma, Phi Delta Kappa. Mem. Lutheran Ch. [illegible] Home: [illegible] MO 63128 Office: 221 N Grand Blvd St Louis MO 63103

FREESE, ROBERT GERARD, diversified industry exec.; b. N.Y.C., [illegible] 1929; s. [illegible] F.; B.B.A., Manhattan Coll., 1951; M.B.A., N.Y.U., 1957; m. Joan Ann [illegible] 1953; children—Bernadette, Margaret, Joan [illegible] 1951-56; asst. supt. Grumman Corp., Bethpage, N.Y., 1956-64, supt., 1964-67 [illegible] 1967-69 [illegible] asst. to treas. 1971-72 treas. [illegible] Paumanock Leasing Services, Inc. [illegible] Grumman Aerospace Corp., Grumman Data Systems Corp., Grumman Am. Aviation Corp. [illegible] Bank of New York. Served with AUS, 1951-53. Mem. Financial Execs. Inst. Clubs: [illegible] Country, Hampton Country. Home: 8 [illegible] Ct Dix Hills NY 11746 Office: 1111 Stewart Av Bethpage NY 11714

FREI, EMIL, III, physician; b. St. Louis, 1924; M.D., Yale, 1948; m. [illegible] children—Mary, Emil, Alice, [illegible] Judy, [illegible] St. Louis [illegible] 1948-49 [illegible] 1952-55 [illegible] Nat. Cancer Inst., Bethesda, Md., 1955-[illegible] M.D. Anderson Hosp. and Tumor Inst., [illegible] 1965-72 [illegible] Sidney Farber Cancer Center, Boston, 1972—; prof. [illegible] Harvard Med. Sch., Boston, 1972—. Nat. [illegible] USAR [illegible] Cancer [illegible] L.S.M.L. [illegible] Recipient Lasker award, 1972 [illegible] Fellow A.C.P. mem. Am. Assn. for Cancer Research [illegible] Am. Soc. Clin. Oncology [illegible] Am. Soc. Hematology, Am. Soc. for Clin. Investigation. A.M.A. Home: 665 [illegible] Rd [illegible] MA 02193 Office: 35 Binney St Boston MA 02115

FREIBERG, ALBERT DANIEL, consumer researcher; b. [illegible] Feb. 9, 1904; s. Albert [illegible] and Frieda [illegible] F.; A.B., [illegible] Central Coll., 1925; Ph.D., Cornell U., 1929; m. Marion [illegible] Jan. 1, 1927; children—[illegible] Laura (Mrs. [illegible]), Carolyn [illegible] (Mrs. Allan M. [illegible]) [illegible] 1929-[illegible] N.Y.C. [illegible] research, 1942-56 [illegible] 1956-[illegible] Research Assn. [illegible] Mem. Market Corp. Research [illegible] Am. [illegible] A.A.A.S. Am. Marketing Assn. [illegible] Research [illegible] Home: 8 [illegible] Hill Greenwich CT 06830 Office: PO Box [illegible] Greenwich CT 06830

FREID, JACOB, [illegible] exec., educator; b. N.Y.C., May 28, 1913; s. Harris and Fanny [illegible] F.; B.A., Coll. City N.Y., 1937; [illegible] Columbia, 1938, Ph.D., 1958; m. [illegible] Dec. [illegible] 1938; 1 dau., [illegible] (Mrs. Joseph [illegible]) [illegible] Office War Info., U.S. [illegible] 1942-[illegible] prof. [illegible] Rutgers U., New Brunswick, N.J. [illegible] Am. Jewish Congress, N.Y.C., 1947-[illegible] New Sch. for Social Research, N.Y.C., 1947-[illegible] 1957-[illegible] Jewish Braille Inst. Am., N.Y.C. [illegible] New Sch. Social Research, N.Y.C. [illegible] distinguished [illegible] Coll. City N.Y., 1969-[illegible] Mem. [illegible] Community [illegible] Recipient [illegible] award. [illegible] Am. Coll. of [illegible] awards Nat. Assn. Visually Handicapped, 1971 [illegible] 1973 award of Helen Keller [illegible] N.Y., 1973 [illegible] N.Y. [illegible] Author: Jews in the Modern World [illegible] Book of 1962 [illegible] Jewish [illegible] 1962; [illegible] Jewish Braille Rev. 1958 [illegible] 1963; Judaism and the Community, 1968; Jews and [illegible] Home: [illegible] Rd [illegible] NY [illegible] Office: Jewish Braille Inst of Am 110 E 30th St New York City NY 10016

[illegible] & [illegible] Washington, 1947-[illegible] div. [illegible] 1942-43 [illegible] Washington, 1949-[illegible] Washington, 1968-[illegible] Housing Partnerships, Washington, 1970-[illegible] Program Assn., 1969-[illegible] 1979-[illegible] Trustee Lincoln Square Neighborhood Center. Mem. Am., Fed. [illegible] N.Y. State [illegible] Soc. Internat. Law, Am. Judicature Soc., World Peace Thru Law Center, Phi Beta Kappa. Democrat. Clubs: [illegible] Nat. Lawyers (Washington) [illegible] Home: [illegible] NW Washington DC 20008 Office: 1133 [illegible] NW Washington DC 20036

FREIDEL, FRANK BURT, JR., historian; b. [illegible] May [illegible] s. Frank Burt and Edith [illegible] F.; B.A., U. So. Calif., 1937; Ph.D., U. Wis., 1942; M.A., Oxford U., [illegible] D.H.L., Roosevelt U., 1975; m. Elisabeth [illegible] children—Linda Beth, Dorothy Edith, [illegible] Robinson; m. 2d, Madeleine [illegible] Feb. 21, 1974 [illegible] Paul Christine [illegible] 1941-43 [illegible] U. Md., 1943-45; Pa. State Coll. [illegible] Coll., 1945-49 [illegible] U. Ill., 1949-52 [illegible] prof. Stanford, 1953-55 [illegible] prof. Harvard, 1955—, Charles Warren prof. [illegible] 1972—; [illegible] summers [illegible] U., 1948; Columbia, 1952 [illegible] Seminar in Am. Studies, 1953-56 [illegible] in Behavioral Scis. [illegible] Guggenheim fellow, 1964-65 [illegible] 1973-74. Mem. Orgn. Am. Historians [illegible] Francis Lieber: Nineteenth Century Liberal, 1947; [illegible] Roosevelt: The Apprenticeship, 1952; Roosevelt: The Ordeal [illegible] Roosevelt: The Triumph, 1956; Roosevelt: Launching [illegible] 1973; The Splendid Little War, 1958; America in the Twentieth Century, 1960; Over There, 1964; The Presidents [illegible] F.D.R. and the South, 1965 [illegible] A History of the United States [illegible] History of the United States [illegible] American Way, 1970 [illegible] Golden Age of [illegible] 1959; The New Deal and the American People [illegible] Pageant of the Civil War [illegible] Harvard Guide to American History [illegible] Home: [illegible] Belmont MA 02178 Office: [illegible] Cambridge MA 02138

FREIDSON, ELIOT LAZARUS, educator; b. [illegible] 1923; s. Joseph and Grace [illegible] F.; Ph.B., U. Chgo., 1947, M.A., 1950, Ph.D., [illegible] m. Helen [illegible] 1 son [illegible] Coll. City N.Y. 1956-61 [illegible] sociology 1961—. Advisor [illegible] research program Social Security Adminstrn., Service HEW, 1968-72 [illegible] Social Sci. [illegible] served with AUS, [illegible] Fellow Am. Sociol. Assn. [illegible] A.A.A.S. [illegible] Author: [illegible] 1961; Profession of Medicine, 1970; Professional Dominance, 1970; [illegible] Home: [illegible] 19 University Pl New York City NY 10003

FREIMAN, DAVID GALLAND, pathologist; b. [illegible] N.Y., 1932, M.D., [illegible] 1961; m. Ruth Sylvia [illegible] pathology, Mass. Gen. Hosp. [illegible] Beth Israel Hosp., [illegible] Boston, 1959—; prof. pathology Harvard [illegible] Served [illegible] Cambridge [illegible] Mem. Am. Assn. Pathologists and Bacteriologists, Am. Soc. Exptl. Pathology [illegible] Omega Alpha [illegible] Home: [illegible] Boston MA 02215

FREIMAN, ROBERT [illegible]

THE NEW YORK TIMES, FRIDAY, MARCH 23, 1973

BLIND-AUTHOR AID URGED BY WRITER

Plea Is Made at a Ceremony Opening Braille Contest

By DEIRDRE CARMODY

A Canadian author, who was blinded in a tank accident in Italy during World War II, appealed to countries throughout the world yesterday to give aspiring blind authors a fair chance "so that we do not have to feel that no, matter what we do we have lost the race before we start."

John Windsor was speaking at a ceremony to open the 10th International Literary Braille Competition, open to writers in every country.

He asked the audience of diplomats assembled at a reception at the Jewish Braille Institute of America to make this unusual contest known to the blind in their countries in order to provide the kind of opportunity he had when he entered and subquently won one of the prizes in the contest in 1958. That was one of his first creative writing efforts, and he has since published four books and countless articles.

Judges Listed

The last international literary contest, in 1958, drew 729 entries in the fields of fiction, nonfiction and poetry from 39 countries in 27 different languages. However, the cost of having the typed manuscripts translated into English so that the judges could read them cost more than $20,000. Because of this the Braille Instityte has been unable to have a contest since the one in 1958, and yesterday the diplomats were asked to get in touch with universities in their countries to ask them to supply translators for the blind.

The deadline is Dec. 30, and all entries will be screened by Jacob Fried, editor of the institute's Jewish Braille Review, 110 East 30th Street, which sponsors the contest.

About 50 entries in each category are expected to be sent to this year's judges, who include Joyce Carol Oates, Chaim Potok and Santha Rama Rau. About $5,000* in prizes will be awarded.

The competition, first held in 1941, with Eleanor Roosevelt as one of the sponsors, has been praised for the high quality of its entries. It is run in the same spirit as the braille magazine, which is directed toward blind people with intellectual and literary interests. It contains both original articles and reprints from magazines such as Harper's, Atlantic, Commentary and the Saturday Review.

Like everything else from the Jewish Braille Institute of America, the magazine is free. (The institute, which has a budget of $400,000 a year, survives on contributions.) Each month, 2,800 copies are printed, but recipients forward their copies on so that each issue goes to at least three people.

Wife Urged Him

Mr. Windsor, blinded at the age of 23, took up several careers before he entered the contest. Finally, after failing at farming, he began to try writing—though with little success.

But then he entered the ninth International Braille Competition with a story about Chinese exploration in Canada and won a prize. This gave such a boost to his morale that he turned professional.

"What we want," he said, "is fair opportunity in competition with the sighted to make the best use of such talents and crafts as we may possess."

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LAWRENCE MARCELINO
xxxxxxxxxxx
President

Statement of Lawrence Marcelino, President, National Federation of the Blind of California

Mr. Chairman and Honorable Members of the Committee:

My name is Lawrence Marcelino. I reside at 3315 Cabrillo Street, San Francisco, California 94121. I am President of the National Federation of the Blind of California, the California affiliate of the National Federation of the Blind. I am also secretary of the National Federation of the Blind.

The National Federation of the Blind of California has 53 chapters and about 3,000 individual members throughout the State. It is by far the largest organization of blind persons in California. The National Federation of the Blind of California enjoys an enviable record of achievement in promoting programs for the blind.

Recognizing the soundness of the views of our organization the California legislature over the years adopted a program of public assistance for the blind which was the best in the Nation. Unfortunately it was dismantled when public assistance for the blind became federally administered.

California's rehabilitation program for the blind has been one of the major areas of concern among the organized blind, notwithstanding the wealth of our State, notwithstanding the generosity of the citizenry and legislature, and notwithstanding the abundance of employment opportunities in its wide variety of industries.

California's rehabilitation program for the blind has been a great disappointment. California ranks among the lowest of the states and territories in the number of persons rehabilitated per year per 100,000 of the general population. There is constant strife between the organized blind and the directorate of the Department.

For years we sought to bring about the establishment of a commission for the blind. Realizing that this would be opposed by the Governor we then sought to establish an office of services for the blind in the umbrella agency which is known as the Health & Welfare Agency.

During the administration of Governor Ronald Reagan members of the legislature called on the Rehabilitation Director and insisted that he take measures to accommodate the demands of the organized blind. A Program Manager for the Blind was appointed with no line authority but with direct access to the ear of the Director. An Advisory Committee on Services to the Blind and Partially Sighted was established. This committee was a genuine supervisory committee. It was not window dressing. It represented the consumers. It consisted of a small number of articulate, thoughtful and well-informed blind persons. It met quarterly and it addressed its attention to a wide variety of matters pertaining to the rehabilitation program for the blind. The Director attended most of its meetings and adopted almost all of its recommendations.

Upon the advent of the new administration a new director was appointed. Shortly thereafter rehabilitation of the blind began to deteriorate, relationships between the Director and the organized blind went from bad to worse, promises were not kept, the agreement reached between the Department and members of the legislature was abrogated, and the present Director states that he is not bound by that agreement.

The Orientation Center for the Blind, a school for newly blinded adults with an enviable record of success, faces destruction sought by supervisors and administrators who do not understand the concepts and principles which underlie its operation.

The Business Enterprise Program for the blind has been rocked by scandals of gross mismanagement of millions of dollars worth of equipment for cafeterias, snack bars, food service counters, etc. This information was brought out by a three-month study conducted by a team of reporters of the San Francisco Examiner. Staff members told the reporters, and their voices are on tape, that "No one knows exactly how much equipment has been purchased, where it is or whether it is in use at all."

Bear in mind that the amount of money involved ranges from three million dollars to five million dollars.

The investigation also discloses that "The fund has bought equipment at strangely inflated prices, circumventing State bidding regulations and lagged up to 47 weeks in handling work for blind operators."

Notwithstanding the facts brought out by the Examiner study and the statements of the former administrator that the present situation presents "a hell of a serious problem", the Directorate denies allegations of lost equipment and says that "The Examiner stores were outrageous and blown out of proportion."

The Director now proposes a 20-member advisory committee with representatives from some 14 disability groups, including the blind, plus agencies and other special interest groups. The NFBC knows that an advisory committee with so many members and with the problems of so many disability groups to be considered will never be able to address itself fully to the problem of rehabilitation of the blind.

All of the efforts of the organized blind to bring about improvements in the program as administered by the Department of Rehabilitation have failed. Numerous times we have sought the intervention of the Secretary of the umbrella agency but our efforts have thus far been to no avail.

California's Health & Welfare Agency has under its umbrella the following agencies with representative number of employees in each:

Employment Development	11,000 to 13,000 persons
Department of Health	22,000 persons
Department of Rehabilitation	2,300 persons
Department of Corrections	8,500 persons
Department of Youth Authority	4,100 persons
Office on Aging	80 persons
Department of Benefit Payments	2,800 persons
Office of Narcotics & Drug Abuse	16 persons
Office of Alcoholism	49 persons

There are in that huge umbrella 50,000 employees and it spends nine billion dollars in state, federal and county funds.

From the foregoing it is obvious that it is physically impossible for the head of such a huge umbrella agency to keep abreast and to be close enough to the operations of a rehabilitation program for the blind to make it responsive to the needs of the blind.

We are convinced that there is no practical way whereby the blind of California can secure redress of their grievances by the top policy maker. Therefore the organized blind are determined that we must press once again for the establishment of a separate state agency for the blind.

We respectfully ask, therefore, that the Congress enact legislation which will assist and encourage the states to establish separate state agencies for the blind.

Senator RANDOLPH. Our next panel is headed by Dr. Kenneth Jernigan.

Would you come, sir, and bring your associates.

Dr. Jernigan, you are giving the presentation. All of your statements will be made a part of the printed record.

STATEMENT OF DR. KENNETH JERNIGAN, DIRECTOR, IOWA COMMISSION FOR THE BLIND, DES MOINES, IOWA; DR. ARIS A. MALLAS, JR., PRESIDENT, MANAGEMENT SERVICES ASSOCIATES, INC., AUSTIN, TEX.; BURT L. RISLEY, EXECUTIVE DIRECTOR, TEXAS COMMISSION FOR THE BLIND, AUSTIN, TEX.; RALPH W. SANDERS, PRESIDENT, BLIND INDUSTRIES AND SERVICES OF MARYLAND, BALTIMORE, MD.; GLENN CRAWFORD, DIRECTOR OF REHABILITATION, STATE OF COLORADO; CHARLES W. HOEHNE, GENERAL COUNSEL, NATIONAL COUNCIL OF STATE AGENCIES FOR THE BLIND, INC., AUSTIN, TEX., A PANEL OF ADMINISTRATORS OF SERVICES TO THE BLIND

Dr. JERNIGAN. Yes, sir. Statements have been submitted, Mr. Chairman. Some of the members of the panel may have brief comments. I will serve as spokesman for the panel with a few brief introductory comments. We have all submitted written statements.

Mr. Chairman, the members of this panel are Mr. Bob Mallas, who is president of Management Services Associates, and who did conduct a study authorized by the National Council of State Agencies.

Senator RANDOLPH. Just a moment, Doctor. We are told that there are persons who are waiting in the corridor. I wonder if the people here would move into this area and that would perhaps give 20 more spots for some who might wish to come in.

[Discussion off the record.]

Dr. JERNIGAN. This turnout of blind people indicates the concern we feel throughout the country for what is being done here.

Senator RANDOLPH. Yes, and they are not all blind. The deaf and other handicapped are here, too.

If you will begin with your statement.

Dr. JERNIGAN. The people on this panel are Mr. Bob Mallas, who is the president of Management Services Associates, who was commissioned by the National Council of State Agencies for the Blind to conduct a study concerning the structure of service providers and how that could best serve blind people.

Mr. Burt Risley, who is the director of the Texas Commission for the Blind, and the only representative of the Council of State Administrators of Vocational Rehabilitation to the White House Conference on the Handicapped.

Mr. Ralph Sanders, who is head of the Blind Industries and Services in Maryland.

Mr. Glenn Crawford, who is head of rehabilitation for all disabled, including blind, from Colorado.

Mr. Charles Hoehne, who is general counsel for the National Council of State Agencies for the Blind.

Of course, I, as I said, will serve as spokesman for the panel.

I am director of the Iowa State Commission for the Blind, which provides all services for blind persons in that State, except a very few peripheral services and some educational services, also the elected president of the National Federation of the Blind. The Federation of the Blind is organized in every State and the District of Columbia, representing the clients or consumers of services. This panel, therefore, is a combination of consumer representation and service providers and people who have made studies concerning the provision of services. We are here to talk to you about the problems as we see them in services for the blind because we think there are gaps that need to be filled.

The bill that we are here to talk to you about—the bill which was summarized by the earlier panel—will provide those comprehensive services to blind people and would coordinate such services with vocational rehabilitation programs and other programs now available to the blind. It is a bill which has our strong endorsement, Mr. Chairman. On a national basis, it would help fill the gaps in services which now exist, while strengthening administrative integrity and insuring greater accountability of programs serving the blind.

The fact that we endorse this bill, and we recognize gaps, is not to be interpreted as criticism of the man who just served as Rehabilitation Commissioner. We feel he did an excellent job and hope he will continue.

The exact pattern for service delivery varies markedly from State to State in this country. But our experience is, where you have a separate commission or agency for the blind, or at least a very identifiable unit of a larger unit, but more especially where you have a separate agency, it is more likely that blind persons will get the services which are appropriate in meeting individual needs, regardless of age or other factors. Conversely, where the separate agency does not exist, blind persons seeking assistance must often look long and hard to find very much service at all.

When they do find help, it is generally focused on meeting the one need of the many they have.

I will not give a list of the comprehensive services we are talking about, since the earlier panel did that already.

I would like to say as we see the other problem, the first one being that there are gaps that need to be filled, the second problem which we see in our field is fragmentation of programs to which I have already referred, and which, if anything, is increasing. I know there has been much talk in Federal circles and in Congress about coordinating services to disabled and disadvantaged or integrated service planning. I think such efforts have some merit. But terminology should not be confused with reality, which is another way of saying that programs should not be combined with other programs when there is no rational reason for doing it. In other words, we do believe that coordination ought to take place where there is really something to coordinate in their similarity, and not otherwise. If, for instance, a State has a supervisor of highway construction, a supervisor of elementary education, a supervisor of pest control, and a supervisor of health and accident insurance, it does not follow that integration and coordination are achieved by creating a department of supervisors, lumping all these people and functions together, nor is any real integration or coordination achieved by establishing in a State a department of health and highways. Health is one function, and highways another. They cannot meaningfully be integrated.

If such a department is established, all that is to be accomplished is superimposing an administrative hierarchy on two departments, which will still remain separate functions, whether they be called departments, divisions, bureaus or anything else.

Mr. Chairman, we hope that the subcommittee will take a careful look at the problems in our field.

We feel that this committee has been responsive in the past to the needs of the blind.

We hope that the bill that we are here to talk about will be enacted, because we feel that blind persons in this country will have better programs, if this is the case. We feel that at the present time, some of the Federal dollars that are appropriated, as well as some of the State dollars that are intended for service programs for blind persons, do not achieve the objective for which they are intended. We feel that this bill will help remedy that, but in the final analysis, of course, there is no substitution for good administration, to which I have already referred, and for watchfulness on the part of the Congress.

With that, Mr. Chairman, I would conclude my remarks and we on the panel would be glad to respond to questions.

Senator RANDOLPH. Thank you very much, Dr. Jernigan.

What is your personal background, experience, years of service?

Dr. JERNIGAN. I grew up in Tennessee, Mr. Chairman. Went to college there. Did graduate work there, I have been blind since birth. I taught school in Tennessee, sold life insurance a while, ran a small furniture business, went to California for 5 years as an assistant in their orientation and training programs for the blind and since 1958, I have been director of the Iowa State Programs for the Blind.

As I say, I am elected president of the National Federation of the Blind.

Senator RANDOLPH. I had some knowledge of your background and I wanted the record to reflect that here is a man who has had a career of notable service.

[Applause.]

Senator RANDOLPH. I think it is important for us to pause to recognize the person who has been blind from birth and who has step by step made his way through our educational system as Dr. Jernigan has done. He went into selling and merchandising, all of these vocations being what once were felt not to be careers for the blind.

So I want to compliment you, Doctor, because you are that living proof which we need to be reminded of so very often, proof that it can be done and that you want to help others to do what you have done. You have given so much of your life to helping others to help themselves. That is what the Government must do, help people to help themselves. I think that is the basis for the work, Bob, that we do here.

Is there any comment from those who sit at the table other than what we have had from the chairman of the panel?

Mr. RISLEY. Mr. Chairman, I am Burt Risley, executive director of the Commission for the Blind, Texas.

I feel a close kinship to you as a result of the Randolph-Sheppard Act, which has been such a viable part of the programs for the blind over a number of years, along with the Vocational Rehabilitation Act, and of course I think these are living examples of what can be done in the field of rehabilitation in general, and the blind in particular.

I would like to say too as a result of all of this fine program that has been delivered over a number of years, I feel like that we in the work for the blind have been very fortunate. Of course coming from the largest program, I am here to speak from the standpoint of having the largest agency for the blind, Federal-State program in the country.

Having the commission type of program, I feel it is of the utmost importance in that we have the ability, not only to render the services which are rendered through the Vocational Rehabilitation Act, but also to render other services that our State legislature has seen fit. We have a very highly sophisticated program in the State of Texas, as a result of having the type of administration set up that we do—of course the administration of any program is as good as those administering it, I understand. But we must throughout the United States have the visibility and have the administrative structure where we can render these services which are so important.

In our State we have as in any other State, as you well know, 50 percent are the elderly. We have sight conservation programs in our State. We are not asking for more money in particular. We are asking for a type of mechanism in which we can deliver these services that are also delivered by other programs. What I am saying is, in the State of Texas, we have over $280 million in the special education program. The program for the blind wants and should have its share. By having the administrative mechanism where we can work together with other State agencies we feel like the blind in our State have a better program as a result of the administrative structures.

Now of course as Dr. Jernigan has said there are different types of administrative structure. I think by far the best programs for the blind are those which can be administered through a commission for the blind. I think in his State and in the State of Texas that we have exhibited and we have demonstrated what can be done. When any blind person in the State where there is a commission has a problem, then they know where to come.

This is what we are in business for.

Mr. Chairman, thank you for giving me an opportunity to add a few words to the meeting.

Senator RANDOLPH. Thank you, Mr. Risley. We do know of the strength of your program in Texas.

How many blind persons do you have who are operating the facilities under the act that you mentioned?

Mr. RISLEY. We feel that through our programs of services for the blind, we are rendering services to approximately 35,000 individuals in our State, Senator. We have a very comprehensive program. We have among other things a very, very fine mentally retarded blind program, where we feel that by putting these individuals into halfway houses and getting them out of the institutions, you are not only raising their level of performance, but are reducing the amount of money that is being spent by the taxpayers of the State of Texas. We feel this is a way to get people into the community and out of the institutions.

Senator **Randolph.** Thank you very much.

Dr. **Jernigan.** Mr. Chairman, if it is permissible, I think the committee might be interested in just a word from Mr. Mallas, who did conduct a study of all programs for the blind in this whole Nation, a very comprehensive one over a couple years, and arrived at some very interesting conclusions.

Senator **Randolph.** Off the record for a moment.

[Discussion off the record.]

Mr. **Mallas.** To put the study results very briefly, they are most conclusive. There was an 18-month study. It interviewed hundreds of clients and recipients of services to the blind. It looked at the programs in all the States, the territories, the District of Columbia. The results of the study were so definitive that to our research staff it seemed almost impossible, but of the four programs in the Nation, and only four, that we rated superior, all were separate agencies. Of the eight programs we rated as good, all were separate agencies, except one. All of the other programs are rated poor or very poor to the point of such extreme fluidity that I do not think any of us could feel by living in these States we could provide effective services to the blind. All of these were agencies that had come under an umbrella type operation.

Because the study was so definitive, we kept looking for the reason why this was true. I ask you to read my testimony when you get time, because I think you will find we uncovered a new principle of public administration, which is probably why our modern-day public-welfare programs have tended to fail. If this principle would be explored in greater depth, we feel that therein lies the answer to how to deliver a governmental service with sufficient impact to actually correct a social problem area.

We have continued to track services to the blind programs in all States since the study ended, approximately 18 months ago. If there is a functional area that needs your help, not necessarily more money, but certainly the type of law that I saw and looked at that I believe you are going to introduce, it is this field which now suffers from extreme fluidity of program problems.

Something that can be corrected, it goes back to structure, as Mr. Risley and Dr. Jernigan said, we have case examples before us. We simply need to follow those that are working and avoid those that are not working.

Senator **Randolph.** Thank you very much. This is helpful to us. Your statements are available. We may not have had them at all the tables because of the seating problem. But, Pat, I understand they are available at the table here, and Betty will give them to those persons who will want to have the statement in full.

Every witness has a statement available.

Senator Stafford, I know that you have a comment to make.

Senator **Stafford.** Thank you, Mr. Chairman. I have one question to ask. I guess Mr. Mallas would be as good a person as anybody to direct it to, in view of your recent nationwide study. In looking at the proposed legislation, I note that in the current fiscal year, ending September 30, it proposes an authorization of $15 million and for the next fiscal year, $25 million. Are those figures adequate in your opinion?

Mr. Mallas. Recognizing that approximately 80 cents out of every dollar that is spent comes from the Federal sector, and in most States—States unlike Texas and Iowa—without the Federal funding there would be no program for the blind, that was our conclusion. I would say the higher sum would be the adequate sum. This is a very peculiar field. It is a field where all of us who are sighted—although I am like the Senator, I am losing mine, it seems daily—all of us who are sighted want to do something, but from the private sector it is extremely difficult to get transference of either capital or interest from the private sector over to actually serving and helping with the problem.

Therefore there might be a more fundamental reason for the Government to go an extra step in this field. I feel that we in the private sector who create jobs are failing to create the jobs that can many times clinch with what the rehabilitation people are doing.

Senator Stafford. Thank you very much.

Thank you, Mr. Chairman.

Senator Randolph. Thank you. We thank you, Dr. Jernigan, and all those who are at the desk with you.

I want to reemphasize that even though we are not hearing you give your statements, they are all a part of our record, and we will go through them. I personally as well as Senator Stafford and others on this subcommittee will have special drafts given to us of those statements so we will have a thorough background as we consider the drafting of the bill.

Thank you very much.

Dr. Jernigan. Thank you.

Senator Randolph. We thank many of you who are leaving, because we know you have appointments with Senators and will be discussing these matters.

Your day on the Hill includes not only participation in a hearing, but also talking with the Members of the Senate. We have had more than 225 persons in this hearing room this morning.

[Applause.]

[The prepared statements of Dr. Jernigan, Dr. Mallas, Mr. Risley, Mr. Sanders, Mr. Crawford, Mr. Hoehne, and Mr. Balot and other material referred to follow:]

DR. KENNETH JERNIGAN - - TESTIMONY BEFORE THE SUBCOMMITTEE ON THE HANDICAPPED SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

February 7, 1977

Mr. Chairman, my name is Kenneth Jernigan. I come before this Subcommittee today in a dual capacity, both as President of the National Federation of the Blind and as Director of the Iowa State Commission for the Blind.

The National Federation of the Blind is the blind organized in every state and the District of Columbia. It represents the clients (or the consumers) of services to the blind. As such it serves as a vehicle of self-expression for the blind.

The Iowa Commission for the Blind is the public agency in Iowa which administers the major programs serving the blind in that state. These include library services for blind persons of all ages, home teaching services, an orientation and adjustment center which provides the philosophy and techniques necessary for independent and productive living, the vending facilities and business enterprises program, home industries programs for home-bound elderly or multiply handicapped blind persons, the vocational rehabilitation program for the blind, and an intensive public education program aimed at teaching the public a new and positive image of blindness.

The bill which we are here to talk with you about this morning would provide for "comprehensive services to the blind" and would coordinate such services with the vocational rehabilitation program and other programs now available to the blind. This is a bill which has our strong endorsement, Mr. Chairman. On a national basis it would help to fill in the gaps in service which now exist while strengthening the administrative integrity and insuring greater accountability of programs serving the blind. These objectives are meritorious from both a management and a service perspective.

As an administrator and as the elected leader of the organized blind, I know that the passage of this bill would constitute a significant step in overcoming the major problems which now impede programs for the blind. Mr. Chairman, I want to be clear about the nature of these problems and how this bill addresses them.

First is the problem of gaps in service and impediments to effective delivery of service. By far the greatest amount of money now available to programs for the blind is federal and comes through the authority of the Rehabilitation Act of 1973 as amended. Of course, we also receive some federal money through Social Security and SSI trust funds set aside for the rehabilitation of eligible recipients. Social services funding through Title XX of the Social Security Act has not generally reached programs for the blind due to a number of reasons, including stiff competition for limited dollars, the uniqueness of programs for the blind as opposed to the broader mission of social services agencies, and the considerable administrative burden in the form of redtape and paperwork involved in utilizing Title XX funds.

The funding structure in which we operate, then, is predominately weighted toward the vocational rehabilitation program, so as a consequence we can assist most effectively those persons who are eligible for vocational rehabilitation as set forth in the federal law and the implementing federal regulations. This is fine as far as it goes, but the restrictions (both legal and administrative) on how we can use vocational rehabilitation money cause service gaps which are often impossible to overcome.

The exact pattern of service delivery varies markedly from state to state, but our experience is that where you have a separate commission for the blind (such as we have in Iowa) it is more likely that blind persons will get the services which are appropriate in meeting individual needs, regardless of age or other factors. Conversely, where the separate agency does not exist, blind persons seeking assistance must often look long and hard to find much service at all, and when they do find help, it is generally focused on meeting only one need of many they may have.

If one were to make a list of the services to the blind which would be part of a comprehensive package, the list would have to include such services as:

1. Evaluation of rehabilitation potential;
2. Counseling, guidance, referral, and placement services;
3. Vocational and other training services;
4. Maintenance to cover the costs of living during rehabilitation and adjustment to blindness;
5. Reader services;
6. Rehabilitation teaching services;
7. Orientation and mobility services;
8. Occupational licenses, tools, equipment, and initial stocks and supplies;
9. Transportation in connection with the rendering of any services;
10. Counseling services to blind children and their parents;
11. Production and distribution of special reading material and specialized equipment to blind persons of all ages;
12. Both medical and educational services directed toward the prevention of blindness;
13. Services to deaf/blind youths and adults;
14. Homemaker and other home instruction programs;

15. Distribution of talking book machines and cassette tape players;
16. Warehousing and distribution of special aides, appliances, and devices utilized by the blind;
17. Services to older blind persons;
18. Personal adjustment services;
19. Licensing of blind vendors and supervision of the vending facilities programs on federal and non-federal property; and
20. Other social, educational, and employment-related services designed to increase the independence and self-sufficiency of blind individuals.

In the State of Iowa (and in some other states) we do make an effort to provide these services through an approach which involves comprehensive joint planning between our agency and individual clients so that the full range of services available may be clearly understood and utilized to the extent appropriate in meeting individual needs.

In some parts of the country this is not the case. Often blind persons must attempt to secure services from a wide variety of agencies -- some public and some private. Thus, special library services for the blind may be available from a general public library system which is designed primarily for use by sighted patrons. Rehabilitation services may be provided to the blind from another agency which has the general mission of vocational rehabilitation, education, or public welfare, and which is often more accustomed to dealing with a broader range of disabilities. Our experience is that such agencies tend to view blind clients as less employable and more difficult to rehabilitate. Specific services aimed at teaching techniques and developing a positive philosophy about blindness may be provided (if they are available at all) by a private agency. Many services (such as home teaching) are often simply not provided because no comprehensive approach is taken. Under such a patchwork arrangement where the client receives different services from different agencies, the funding is generally not readily available for services which supplement vocational rehabilitation services and no agency is specifically charged with the mission of reaching all blind persons, regardless of specific need or objective.

Mr. Chairman, I believe that it is desirable for all blind persons to have a comprehensive package of services readily available and that this should be possible without a great deal of administrative redtape. Our experience indicates that this objective requires a federal solution, but I would hasten to add that I am not an advocate of the view that all of our problems can be solved by the federal government; nor should they. Much must be left to the individual states, and particularly this is so in a program of comprehensive services for the blind which seeks to target in on the individual and to meet very specific needs. Nevertheless, the federal government can provide the opportunity for the states to develop plans and programs to meet the needs of those blind persons who are now unserved (or poorly served) and can encourage such planning through a limited amount of federal financial assistance to help overcome the funding restrictions I mentioned earlier.

The bill before you today accomplishes this objective. The funds it authorizes ($15 million for the fiscal year ending September 30, 1977, and $25 million for fiscal '78) would be apportioned to the states using the same formula as in the vocational rehabilitation program. Section 6 of the bill defines what services we are talking about when we speak of "services for the blind" and thus gives us a clear mandate to make our programs more comprehensive and to reach more people with the services they really want and need. If this bill is passed, the older person, for example, who becomes blind will have an agency to turn to for help. In most parts of the country, now, the help is simply not provided -- these people are turned away with the reasons "We don't have the money," and "You are not employable."

In our state we try to take a more comprehensive approach by getting services to people according to their needs; not plugging them into a program or rejecting them because some federal regulation says we can't spend federal money in that particular case. If we can't spend federal money there, we try to find another source, but I am here to tell you that it isn't easy to operate that way. Fortunately in Iowa we have a mobilized blind population and a general public which strongly support our programs. The programs are well-known and identifiable. The legislature has usually been good to us, and we have tried to keep faith by giving service and showing results. Even so, it is an administrative nightmare sometimes to try to work in a patchwork system of funding and different reporting requirements. I think this bill, properly administered from the federal level, would help us get beyond that situation.

So the first problem, and a widespread one among the states, is the gaps which exist in the service pattern. The bill addresses this problem through federal financial participation which will encourage and enable the states to plan a more comprehensive approach.

The second major problem in our field is the fragmentation of programs, to which I have already referred, and which (if anything) is increasing. I know there has been much talk in federal circles and in

Congress about "coordinated services to the disabled and disadvantaged," or "integrated services planning." I think such efforts have some merit, but terminology should not be confused with reality -- which is to say that programs should not be combined with other programs when there is no rational reason for doing so.

If, for instance, a state has a supervisor of highway construction, a supervisor of elementary education, a supervisor of pest control, and a supervisor of health and accident insurance, it does not follow that integration and coordination are achieved by creating a department of supervisors and lumping all of these people and functions together. Nor is any real integration or coordination achieved by establishing in a state a department of health and highways. Health is one function, and highways another, and they cannot meaningfully be integrated. If such a department is established, all that can be accomplished is to superimpose an administrative hierarchy on the two departments, which will still remain separate functions -- whether they be called departments,divisions, bureaus, or what not. In fact, the administrative hierarchy will be detrimental and will cause inefficiency in such a situation.

Fragmentation is increased, rather than helped, by putting all of the services for the blind into various operating units of larger departments of state government. What is needed is common sense rather than theory and neatness of organizational chart. The services for the blind compliment each other and form one unique entity. They are only very slightly and incidentally related to services for other handicapped or disadvantaged groups, despite the similarity in terminology. Regardless of what the current trend may be, the reasons for a separate independent agency for the blind are as valid and compelling as they have always been. Rehabilitation of the blind, for instance, has more in common with home-teaching or library services for the blind than it does with rehabilitation of other disabled groups or the socially disadvantaged. Likewise, library services for the blind logically have close links with the rehabilitation of the blind and education of blind children -- much more so than with library services for the general public. The people who administer services for the blind should be able to administer the entire package and should not be distracted by other duties. They should not be responsible to people who have other program interests and who may, therefore, subordinate the needs of programs for the blind to other considerations. I personally favor the independent commission form of administration where the professional administrator is responsible to some authority such as a lay board, preferably one containing a number of blind persons themselves -- people who know firsthand what the services are like. Regardless of the exact administrative structure preferred in any given state, the important thing is to have an independent, identifiable unit of government administering as much of the total package of services to the blind as possible. This, Mr. Chairman, is the most efficient and realistic coordination of services.

I am aware, of course, that the trend is in the other direction, and I think it is a disturbing (I should actually say, an ominous) trend. During the 1940's and '50's and throughout most of the '60's, approximately three-fourths of the states had one form or another of a relatively identifiable program for the blind where rehabilitation and other services were administered separately from those for the disabled and others needing "human services."

By 1969, however, matters had completely changed, and programs for the blind began to be caught up in the growing national avalanche of "concern for the disadvantaged." A number of phenomena combined to create this new trend, which has continued almost unchecked ever since. An important factor is that all state governments have been told that they must reorganize to "streamline their operations." The typical plan is to combine the various boards, commissions, bureaus, and agencies into a dozen or so super-departments . Experience indicates that little, if any, actual efficiency is achieved while the state bureaucracy expands and the paper-work grows in proportion. Other factors include the very fact of the growing bigness and complexity of our society. This tends to make for bigness and complexity in government. The new technology, the giant computers, the data retrieval systems, and the increasing speed of communication, plus the seemingly irrestible human urge to use these things now that we have them (the feeling as Simon and Garfunckle put it, that "we need to know a little bit about you for our files.") -- all of this doubtless plays its part.

Mr. Chairman, the bill before you today would help to reduce the fragmentation of services for the blind by initiating a new trend in the direction of coordinating all programs for the blind by means of separate state agencies or identifiable administrative units at a high organizational point within larger agencies. Section 7 of the bill would place the federal government at the head of this new trend by creating within the Department of Health, Education, and Welfare (or any agency which may later administer the Vocational Rehabilitation Act program) the Division for the Blind. This Division would be responsible for coordinating and administering the federal effort and would oversee the states in fulfilling their responsibilities under the federal laws and regulations. The establishment of this Division would be an example to the states and would constitute a clear statement by the Congress that services for the blind should be available as a package to those who need them and that they should be provided in a coordinated manner; not fragmented among this or that agency of state government.

Section 4 of the bill sets forth the state plan requirement and makes clear the intent that the services provided under this act will be coordinated with other federal-state programs, such as vocational rehabilitation, education of the handicapped, and social services. Subsection (a) (1) of this section further insures that the agency which administers the comprehensive services for the blind will be the same agency which administers the vocational rehabilitation program for the blind and that it will be the state commission for the blind or an identifiable administrative unit within a larger agency of the state. If the latter arrangement is selected, the program for the blind must be placed at an administrative level comparable to that of other major departments and must (among other requirements) develop and administer its own budget.

Thus by providing the model of a division for the blind at the federal level and by requiring the states to make certain assurances with regard to how their programs for the blind will be organized and coordinated with others, this bill addresses the problem of fragmented services to the blind and offers hope to those of us who are now trying to give good service. It also offers new hope to the blind who now seek good service but cannot find it, either because it is well hidden in some remote part of a super-agency or because it is simply not available at all, which is too often the case. Mr. Chairman, the time is right for this legislation. Studies, both federally supported and privately funded, have been done. They reveal the need for remedial legislation. This bill is the first step in the reforms which must come. The tide of change is abroad in the land. The new administration is planning its program and has committed itself to new initiatives in the area of human services. As far as services to the blind are concerned, the related problems of gaps in service and fragmented planning and programming are the most critical ones at this time. The bill before you constitutes a good solution, and I urge you to act favorably on it at an early date. The adverse effects of the trend toward "coordinated services for the handicapped" have been documented and felt across the land. Coordination for efficiency is one thing, but in the name of trashburning, arson must not be committed.

TESTIMONY BEFORE
UNITED STATES SENATE SUBCOMMITTEE ON THE HANDICAPPED
SENATOR JENNINGS RANDOLPH, CHAIRMAN
FEBRUARY 7, 1977
by DR. A. A. MALLAS*

How can government best deliver human resource services to its citizens? How can such programs achieve an intensity of professional service that permits effective training and/or rehabilitation to take place? Do organizational patterns have any impact on the quality of service being delivered? Do new organizational patterns that have come into being in the past ten years—especially the umbrella agency approach—improve the quality of services while reducing unit costs? These are some of the key questions that have concerned administrators of state programs for the blind as well as educators, interest groups, federal officials, and, above all, clients themselves.

To answer these and adjunct complex questions three foundations concerned with improving services to the blind—the American Foundation for the Blind; the Seeing Eye Foundation; and the Visual Aid Foundation—provided funds in mid-1974 for an in-depth analysis. The research was undertaken by Management Services Associates, Inc., Austin, Texas, a corporation that has, in the past 15 years, designed human resource services programs that receive in excess of three billion dollars in appropriations annually.

The study was launched in August 1974 and completed over one year later. Serving as key technical advisers to the study were some of the most distinguished minds in the field of services to the blind in the United States. The study has been printed in two volumes, the first being an evaluation of the organization of state programs to serve the blind and a suggested evaluation sequence, while the second provides a legal analysis, i.e., a compilation of the major parts of the laws relating to the organization of state programs to serve the blind (covering 50 states, two territories, and the District of Columbia). Since the study has ended, Dr. Mallas has continued to track nationwide developments in services to the blind.

Since the study was undertaken by an impartial third party and since those who financed the study permitted complete freedom of research, the study zeroes in on major issues and problems. In essence, it is an evaluation of the effectiveness of present-day public programs for the blind nationwide.

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*Dr. Mallas has been engaged in research on programs, both public and private, relating to handicapping conditions since 1949. His research has led to the institution of public programs that receive in excess of three billion dollars in annual appropriations. He has served as adviser on human resource programs to three Presidents and many governors and legislative bodies. He has authored or co-authored books, articles, studies, monographs, and laws on many functional areas of handicapping conditions. Dr. Mallas has also founded a group of companies engaged in diverse areas such as mining, publishing, research, computer services, retail sales, wholesale marketing, hotel operation, and manufacturing. In these companies he has pioneered hiring of the handicapped and has assisted many other public and private organizations and facilities to hire the handicapped. He is a former member of the President's Committee on Mental Retardation and a former Trustee of the Commission on the Accreditation of Rehabilitation Facilities.

The study's conclusions are grim. Four states have superior programs. (By superior, we mean unusually effective, dynamic, vital, better funded, and with better staff resources. Especially impressive is the quality of their leadership.) Eight have good programs. (By good, we mean the programs are generally effective, but contain elements of weakness that could become more and more serious.) The balance of the states grade off sharply down to very weak programs (12 states are in that category). All of the states with superior programs have separate status with direct access to the governor and/or legislature of that state. This is a significant key to their programs and funding strength.

The study points out that state programs for the blind reached a high point of strength about ten years ago, indicating that they were poised for a significant programmatic breakthrough. In most states, rather than that happening, a series of meaningless reorganizational steps took place. The result has been a lessening of status, strength, and funding on the part of state programs for the blind.

A STAGGERING RATE OF ORGANIZATIONAL CHANGE

In fact, the rate of organizational change has been staggering. During the past ten years, 25 states have changed their organizational patterns. Of these, 72 percent (or 18 states) have changed during the past five years! In the past ten years, 14 agencies have moved into an "umbrella" type agency; four states created separate agencies under the commission form; two states moved their agencies into a Department of Rehabilitation; one state moved from a Department of Education into a Department of Public Welfare; and three states moved into a Department of Education. Since the study began, there were 13 changes of top executive staff.

The study concluded: "This functional area of government is in such an extreme state of fluidity that no effective organizational pattern is emerging from this chronic state of change." Change did not lead toward operational or service improvement, but related more to power struggles within the specific state concerned. "Services to the Blind," the study states, "tend to be a small functional area of government and little understood by the political forces that want to build a power base of more personnel, more appropriated dollars, and thus more political leverage. Thus, it is often the pawn in the political chess game."

HOPED-FOR RESULTS NOT ACHIEVED

While the changes did not make sense from the standpoint of logical patterns of administrative or operational development, they also did *not* lead to any of the following tangible results: lower professional worker-client caseload ratios, more operating funds, broader spectrum of services, or more coordination with other agencies. While many of these accomplishments had been hoped for and often cited as the reason for the reorganization, they had, in fact, not achieved realization. Because of this, 12 states which had undergone major structural changes were modifying their patterns of organization to reduce the negative impact of massive consolidation. Two examples of such states are California and Arkansas.

How did this program deterioration happen? Why did so many changes take place so quickly when so little was known about the impact of such changes? Why was there so much operational fluidity when this functional area of government showed such stability just ten years ago? The answers to these questions lie in a much bigger problem context. These vital services were caught in a wave of public opinion that dictated public welfare reform and public officials reacted without having a sound concept of how to institute reform.

The study discusses at some length the trends toward reorganization, merger, and structural downgrading of the rehabilitation services to the blind function. It depicts the role of the federal government which did exactly the wrong thing at the wrong time and triggered the wrong model for state agencies to copy. While state reorganization did not, in all instances, precisely track the federal government pattern, what happened at the federal level actually misled state after state. By sticking to the "numbers game of case closures," the federal government kept from those who appropriate funds the true state of the services of the rehabilitation function. The study concludes that this must change, since the present system rewards those who in too many instances disregard the long-term needs of clients.

So it boils down to a lack of understanding by both the federal and state governments of what would result from their actions; the pressure to take action and make changes to improve the "welfare mess" and the response of public officials with reorganization across a wide spectrum of non-welfare type services; and the lack of an effective system which showed public officials the negative result of their actions. This in itself would have led to a serious problem for quality services to be delivered to clients, but an even more significant problem was uncovered by the study–a problem so significant it could provide the answer to why American public welfare programs have not succeeded, and will not as they are now organized and administered.

ECONOMY OF SCALE MYTH

The study uncovers a new principle of public administration which is constantly being violated in our structuring of human resource delivery systems. This principle is the myth of economy of scale when it is applied to human resource programs. The concept has merit when applied to some functions of government, e.g., tax collection, garbage collection, sewage disposal, water cleaning, etc. Regretfully, there has been a tendency to "blanket the concept" across all governmental functions with the assumption that it will work equally well in all situations. It does not! The functions of government that relate to the problems of people especially do not. The study details why it does not.

CONCLUSION

The Legislation before this Committee is a step to correct some of the more serious problems which the study uncovered. We must recognize that most funding for services to the blind come from the federal government. Therefore, the actions of the federal government become critical to the programs for the blind in each state, since they tend to set precedents, patterns, and influence structures. I sincerely believe the passage of this bill will enhance the ability of both the federal and state governments to provide better services to blind clients, thus permitting them to become self-sufficient more quickly. Anything less than that violates the basic concepts of rehabilitation.

STATEMENT OF BURT L. RISLEY, MEMBER, NATIONAL PLANNING AND ADVISORY COUNCIL TO THE WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS, BEFORE HEARINGS CONDUCTED BY THE SUBCOMMITTEE ON THE HANDICAPPED OF THE SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

February 7, 1977

Mr. Chairman, I deeply appreciate the opportunity to appear today to offer testimony on legislation to provide more comprehensive services for the blind.

For purposes of identification, my name is Burt L. Risley. I reside at 1122 Colorado, Austin, Texas. I have been associated with the Texas Commission for the Blind for the past twenty years, and I have served as the executive director of that organization since 1964.

My service with the Texas Commission for the Blind provides daily experiences and insights which overwhelmingly and unequivocally document the need for federal legislation to provide more comprehensive services for all Americans who have had the misfortune of being born with or subsequently sustaining a serious visual disability. It has, however, been my honor to be associated with a number of national studies and planning initiatives over the years. These associations have served to reinforce the impressions and insights gleaned from my work in Texas; as a result of involvement in national studies and planning efforts, I am fully persuaded that a critical need for this proposed legislation exists not only in Texas, but all over our nation. If anything, the need for this legislation is even more urgent in most states at this time than it is in my own state.

It has been my privilege to be involved in national effort to improve rehabilitation and other services under three different national administrations.

In 1965, under the Johnson Administration, I was appointed to the National Citizens Advisory Committee on Vocational Rehabilitation.

Under the Nixon Administration in 1970, I was appointed to serve as a member of the National Advisory Council on Vocational Rehabilitation. More recently, under the Ford Administration, I was in 1975 designated as a member of the National Planning and Advisory Council to The White House Conference on Handicapped Individuals, a position in which I shall continue to serve until the conclusion of the

White House Conference activities this May. It is as a member of this latter Council that I offer my testimony today, for it is upon the information, insights and perceptions gained through my service on the National Planning and Advisory Council to The White House Conference on Handicapped Individuals that most of what I am about to say is most heavily based.

The White House Conference on Handicapped Individuals has been considering the problems of handicapped individuals broadly and in depth. Proceedings have been conducted throughout this country. The focus has not been upon the problems of programs, organizations, or providers of services so much as it has been upon the needs and aspirations of handicapped individuals as perceived and articulated by handicapped individuals themselves.

In reading over representative testimony received at these various White House Conference proceedings, Mr. Chairman, I think it significant--and certainly gratifying--to note how very little of the adverse criticism and dissatisfaction which handicapped people are expressing relates to two programs with which you are so familiar and toward the improvement of which you and the other members of this subcommittee have contributed so greatly. I refer, of course, to the Randolph-Sheppard Program and to the state-federal program of rehabilitation services. Although the handicapped are, in proceedings conducted in every state, expressing considerable dissatisfaction and frustration about the coverage and impact of other service programs, this generally does not appear to be the case with these two programs.

If I may be parenthetic for a moment, I would like to say that in my personal estimation these are two of the most successful programs currently being carried out in the entire field of human services. Particularly are the accomplishments of the state-federal program of rehabilitation services most suspicious. While the rehabilitation program, as currently defined, admittedly has its limitations, deficiencies and occasional aberrations, the fact remains that the rehabilitation program has a better record of carrying out its essential mission, or accomplishing its defined mandate, and of yielding an impressive return on the public funds invested therein than does any other human services program known to me. And, as we know, the activities carried out under the authority of the Randolph-Sheppard Act today represent a primary, convincing and--indeed--compelling showcase for what the state-federal program of rehabilitation services is all about.

But the state-federal program of rehabilitation unquestionably has a limitation which is at the same time one of the key factors in that program's success. That limitation arises because of that program's emphasis upon vocational objectives. This emphasis restricts eligibility for this program's most significant benefits to those individuals for whom vocational objectives can reasonably be established.

What handicapped individuals are saying at regional and state meetings held in connection with The White House Conference on Handicapped Individuals is that they want and need more than vocational rehabilitation services; that they are concerned about and need meaningful and remunerative employment, but that they also want and need meaning and quality in their daily lives; and that there are numerous handicapped individuals who--because they are too old, too young, too catastrophically handicapped, or in circumstances which make immediate entry into the job market impractical--find themselves effectively excluded from eligibility for services under the state-federal program of rehabilitation.

To illustrate what I am talking about, I submit as "Exhibit A" a copy of a report prepared by a committee of the board conducting the Texas White House Conference. This report gives a basic overview of the main findings and recommendations growing out of the Texas White House Conference which, following a series of regional meetings, was held in my home state this past December. It is my understanding that if this report has not already been submitted to the Governor of Texas by now, that the formal submission will take place in the immediate future.

Although there will be variations in phrasing and in emphasis, I seriously doubt that there will be significant differences in the general content and basic thrust of those findings, conclusions and recommendations which state delegations will be bringing to The White House Conference on Handicapped Individuals when that event occurs here in Washington later this year. Based on the information I am receiving from other states, I fully anticipate that most states will be carrying to the May White House Conference the same basic message as that which will be carried by delegates from Texas.

That message, Mr. Chairman, is one that most of us in work for the blind have heard loud and clear for many years. The message has these basic themes:

1. Public programs which attempt to serve large populations of which the handicapped represent only a minority group have not and are not meeting their service responsibility to the handicapped in an effective manner;
2. The state-federal program of rehabilitation services is one of the most effective human services programs around, it has the greatest potential and reservoir of resouces for being responsive to the needs of handicapped citizens of any program anywhere, it does not need for the integrity of its central vocational focus to be undermined, but it does need to adapt itself in a manner which will allow it to become

the basic vehicle through which the lives of all handicapped Americans--regardless of whether they are immediately employable--can be made more independent and meaningful; and

3. Changes, improvements and greater accountability in all services authorized for the handicapped are, therefore, urgently needed.

This message, as I have said, does not come as news to anyone who has been involved in work for the blind for any significant period of time. Neither are these basic themes heard for the first time as a result of activities connected with The White House Conference on Handicapped Individuals. I have heard most of this said before in the other national study and planning efforts in which I have been involved; the problem is that the message has not been sufficiently heard or answered.

For example, in 1966, I submitted a paper for the Subcommittee on Organizations and Community Relations of the National Citizens Advisory Committee on Vocational Rehabilitation, entitled "The Case for Separate Programs for the Blind". I submit a copy of that paper as "Exhibit

B" and you will note that much of what is being said by providers and recipients of services in 1977 is parallel with what that paper said almost a decade ago. The statistics in Exhibit B may be somewhat dated, but the ideas and reasoning are not. I regret and apologize for my inability to update the information set out in Exhibit B, but unfortunately there has been so general a deterioration of work for the blind in most places in the years since the paper was first written that it is virtually an impossibility at this time to obtain from the Department of Health, Education and Welfare (or any other reliable source) the statistical information required for making that part of the paper current.

Others who will be appearing at these hearings will undoubtedly comment in detail on specific and technical elements of this proposed legislation. I gladly defer to them for those comments. My purpose in appearing before you today is to try to put this proposal in context and to outline the implications as I see them to be not only for the blind, but also for all severely handicapped Americans--and most particularly for those handicapped individuals whose personal circumstances are such that they currently are regarded as being ineligible for services under the state-federal program of rehabilitation.

Mr. Chairman, I regard this proposed legislation as a sound and necessary beginning. I think its enactment to be essential, and I also predict that thoughtful analysis of the impact of services subsequently provided under this authority will demonstrate that this approach results in enormous returns not only for blind individuals but also for the rest of the taxpaying public as well. What this legislation is squarely directed to is one special aspect of several enormously wasteful and humanistically untenable situations we have all over this country: the exorbitant cost of allowing certain handicapped individuals to be unnecessarily dependent, the confused and blurring bewilderment of legalistic and programmatic distinctions between assorted programs purporting to serve the handicapped, and the untenable waste of public funds that is inherent in any situation wherein there has been a legislative failure to establish adequate mechanisms for assuring greater accountability.

If this legislation is enacted, I have no doubt but that the accomplishments we will see in subsequent years will tend to show not only that this Congress had a heart, but also, that it had a head.

For as we all know, work for the blind has always been at the sharp cutting edge of the rehabilitation movement and the broader field of services to the handicapped. This proposed legislation will sharpen and hone work for the blind's cutting edge.

It will enable work for the blind once more to make the contribution it has so many times previously made to services for all handicapped Americans. It will tend to assure the orderly use and progressive development of pertinent specialized resources already in existence, as well as the development of even newer and more adequate resources. It will establish a basis for the development of new approaches, methodologies, and techniques for the extension of services to one of the most severely disabled populations in this nation. It will result in meaningful and cost-effective services to severely handicapped persons who should have been receiving meaningful and cost-effective services long before now, but who still are not being touched by most programs currently being carried out in this nation.

Anytime new approaches and techniques are being developed to serve people who have serious problems which have not been significantly treated before, we can anticipate that there will be a certain number of errors and mistakes made. This proposed legislation, however, assures that the cost of designing and developing new and improved services for handicapped individuals who are not currently reached by existing services programs will be minimal rather than massive.

Give work for the blind the opportunity to show what can be done for those individuals who are presently being served inadequately, inappropriately, or imperfectly--if reached at all. Give us this mechanism for responding more meaningfully to that half of America's population of visually disabled citizens who have been waiting so long to be released from personal dependence upon others.

Give us this legislation and the opportunity to document what the benefits are of services provided under this new authority, Mr. Chairman, and it will only be a short time until every severely handicapped individual in this country will, regardless of the nature of his handicapping condition, enjoy the opportunity to live a life characterized by a greater degree of personal independence, higher levels of meaningfulness, more personal dignity, and an essential level of quality.

As a member of the National Planning and Advisory Council to The White House Conference on Handicapped Individuals, I cannot commend this proposed legislation to this Subcommittee too highly. It embodies enlightenment, empathy, conscience and economic wisdom. Its enactment is eminently desirable, urgently needed, and grievously belated.

I thank you for the opportunity of appearing here today to offer these comments, and I assure you that any technical or programmatic resources available to me will be at the disposal of this Subcommittee and its staff throughout the process in which this proposal is considered and possibly refined and improved upon even further.

* * *

Exhibit A: "Implementing Aspirations Expressed By Participants in The Texas White House Conference"

Exhibit B: "The Case For Separate Programs For The Blind"

EXHIBIT A

IMPLEMENTING ASPIRATIONS EXPRESSED BY PARTICIPANTS IN THE TEXAS WHITE HOUSE CONFERENCE

AND THEIR TWO PARAMOUNT RECOMMENDATIONS:

(1) that there be an annual conference of handicapped Texans; and

(2) that the Governor's Coordinating Office for the Visually Handicapped be expanded to include all handicapped.

(Note: It is felt that major implementation efforts should focus on these two recommendations, for, in obtaining these, all other recommendations could be realized.)

IMPLEMENTING ASPIRATIONS EXPRESSED
BY PARTICIPANTS IN THE
TEXAS WHITE HOUSE CONFERENCE

The response of Governor and Mrs. Briscoe to the observations and recommendations offered by and on behalf of handicapped Texans at the Texas White House Conference on Handicapped Individuals is both greatly encouraging and deeply appreciated. For they have taken the position that improvements in services for handicapped Texans need not await or be dependent upon the proceedings of the national White House Conference in Washington this summer. Instead, the Governor and his wife have challenged the handicapped, their families, and their friends to determine what can be immediately accomplished in Texas - - and to move forward now.

At a followup meeting on the Texas White House Conference held in the Governor's Mansion on December 16, 1976, Mrs. Briscoe suggested that the recommendations growing out of the Texas White House Conference on Handicapped Individuals be reviewed to determine which of the recommendations could be administratively implemented at this time without necessity for new legislation or new funding, to identify the action which would require additional legislation, to get started on matters which can be improved upon through immediate administrative action, and to formulate an appropriate legislative program for other matters.

This paper is responsive to the suggestions made by the First Lady of Texas at the December 16 meeting. It is based upon input which has been solicited from many sources, including individuals who participated in the state or regional meetings, and technical assistance from individuals who have in the past been heavily involved in the development of legislation affecting handicapped Texans.

The following thoughts are offered concerning the implementation of major recommendations developed at the Texas White House Conference on Handicapped Individuals.

(1) Funding. The comments offered on funding by Willis L. Williams in this paper on educational concerns are generally applicable to most meaningful action which might be taken to improve services for handicapped Texans. In looking over all of the recommendations, two facts readily became apparent: first, meaningful effort to improve these services in a significant way will require a somewhat expanded investment of public funds but, secondly, unless that investment is made the long-term costs for all citizens of the state will be enormously greater than the cost of funding essential services for handicapped individuals at a realistic and responsible level.

This does not, however, mean that the directors, Advisory Board, and delegates to the Texas White House Conference are urging that the 65th Legislature dramatically increase appropriations for existing programs. There is substantial evidence that a significant amount of the funds already appropriated are not being used as effectively as these funds might be in serving handicapped Texans.

Particularly this is true with respect to [illegible] programs and Title XX social services program--two programs currently being operated in Texas with budgets approaching a half billion dollars in public funds annually.

Those who are associated with the Texas White House Conference will support proposals for realistic and responsible increases in the budgets for programs through which handicapped persons are being served with demonstrable effectiveness. However, there is not any commitment toward increases in appropriations for programs that are supposed to be serving handicapped Texans, that already have substantial budgets which could be used for precisely that purpose, but which have not, to date, demonstrated the inclination or capability to provide such services effectively. What participants in the Texas White House Conference on Handicapped Individuals were saying was that a hard look should be taken at all publically funded programs that are supposed to be assisting the handicapped; that those programs which have been effective should be recognized; that alternatives to current funding approaches should be considered; and that adjustments should be made in current allocations of public funds whenever there is a reasonable basis for believing that other approaches to the delivery of services will be likely to get a better job done for handicapped individuals more efficiently.

Two basic implementation actions seem essential. First, the continuation of the Governor's Coordinating Office for the Visually Handicapped should be assured at an early date by appropriate action on the part of the Finance Committee of the Senate and the Appropriations Committee of the House. Secondly, these committees, as well as the staff of the Legislative Budget Board and of the Governor's Budget Office should obtain GCOVH analysis and recommendations on all budget proposals which relate to services for the handicapped. It is felt that this kind of technical analysis by the GCOVH, together with the formulation of recommendations on possible alternative approaches to service delivery (developed with the benefit of input from handicapped individuals), will tend to guarantee significant improvements in the already established level of support for these services. In fact, it is possible that this process of analysis and consideration of alternative approaches to service delivery might well result both in significantly improved services for people who are truly handicapped and significant savings for taxpayers.

(2) Creation of Governor's Coordinating Office for the Handicapped. The nucleus for this is already in place, because of House Bill 1673 and the GCOVH which is established.

House Bill 1673 is an exciting, innovative and inspired piece of legislation. It is, furthermore, a progressive alternative to the traditional approach of simply throwing additional money at identified human problems. This legislation is a model for the entire nation and, in fact, Congress has already tracked various provisions and concepts of House Bill 1673 in recently approved federal legislation.

Handicapped Texans need and want H.B. 1673, including the GCOVH, to be extended to cover all citizens of this state who are disabled by major handicapping conditions. This need and desire was universally and overwhelmingly expressed at every regional meeting and then again at the Texas White House Conference in San Antonio.

Accomplishing this will require legislative action, as well as a modestly expanded appropriation. Specific planning, therefore, needs to be initiated immediately.

That planning should give detailed consideration to all possible types of federal support for the functions of a Governor's Coordinating Office for the Handicapped. It is possible that, if existing federal resources may be utilized, the already existing GCOVH might be extended to all major disability categories without requiring any significant infusion of new state money. Possible sources of such federal funding include cleint assistance grants under the Rehabilitation Act, support through various titles relating to education, and possible assistance under different provisions of the Social Security Act.

The cost of this undoubtly will be recouped many times over by improvements in the intermeshing of existing programs, better performance and heightened service outcomes, and the identification of spending proposals which would tend to duplicate rather than interface with service effort already being carried out. For those savings and economies to be maximally accomplished, teeth need to be put into those provisions of House Bill 1673 which relate to accountability, coordination and evaluation. Specific improvements include: (a) placing in the Governor's Office, review powers to be exercised as a precondition to any state-supported agency's implementation of a services program for the handicapped; and (b) authority to stop an agency from expending public funds on services for the handicapped if those funds are not being expended in strict conformity with the letter and basic intent of existing legislation.

(3) Annual state conference for the handicapped. Everyone is in principle agreed as to the desirability of making an annual event out of something similar to the Texas White House Conference on Handicapped Individuals. The specific problem with implementation relates to funding mechanisms for the planning, coordinating, conducting and attending of such a conference.

It is noted that a number of annual state conferences are already being held that deal with the problems of the handicapped. The Governor's Committee on Employment of the Handicapped has an annual meeting. So too does the Texas Rehabilitation Association, an organization with a membership basically consisting of individuals regularly engaged in providing services to the handicapped. Typically, the Governor's Committee on Employment of the Handicapped meets for one day or, at most, a day and a half; meetings of the Texas Rehabilitation Association usually require two or three days to be completed.

One possibility for having an annual state conference on the handicapped would be to consolidate the annual meetings of the Texas Rehabilitation Association and the Governor's Committee on Employment of the Handicapped into one annual meeting. The annual conference of handicapped individuals might benefit by being held just before or after such a meeting, to facilitate an exchange of ideas and information between consumers and professionals. However, it is felt that consumers need to have a right to a separate conference which is dedicated solely to their needs and desires. Travel expenses must be made available to insure consumer involvment.

Implementation would not require legislative action. Discussions of feasibility should therefore be initiated with representatives of the Governor's Committee on Employment of the Handicapped and the Texas Rehabilitation Association at an early date.

(4) Followup communications on implementation of action recommended by Texas White House Conference on Handicapped. Plans have already been developed for a periodic newsletter to be prepared and mailed to all who participated in the regional meetings and in the state meeting in San Antonio.

Initially, this is being accomplished through volunteer effort and the work of those staffing the Texas White House Conference. Eventually, this may logically become one of the routine information services of the Governor's Coordinating Office for the Handicapped.

(5) Enhancing the quality of the lives of handicapped individuals. Most of the current service effort for handicapped individuals in Texas, as elsewhere in the nation, is directed towards those handicapped individuals for whom employment is feasible, realistic and beneficial. As a result, services for the handicapped continue to be vocationally oriented for the most part.

This is fine for those handicapped individuals who can benefit from vocationally oriented services. There are, however, many individuals whose handicapping conditions or other circumstances are so extreme that employment is neither realistic, practical or beneficial. In the main, these individuals are now being denied access to the specialized resources, methodologies and acumen of the programs that have been proven to be the most effective in serving the handicapped. Included among this handicapped group are individuals who are aged, who are too young to work, who are profoundly handicapped, or whose economic or family circumstances contraindicate effort to enter the job market.

Great dissatisfaction was expressed about this at both the regional meetings and the Texas White House Conference. It has been stressed in forceful and persuasive terms that special services which reduce the dependency of handicapped individuals are inherently desirable and cost-effective, regardless of whether or not those services might immediately result in the handicapped recipient of such services entering into remunerative employment. The record of the Texas White House Conference is replete with expressions of concern about the need to expand current service effort so as to assist certain severely handicapped individuals in simply developing the capacity for independent living, where employment objectives are not practical or feasible.

Implementation carries no requirement for significant new state legislation; most of the necessary authority is already on the books. Neither would implementation seem to require substantial amounts of additional public funds, providing that resources such as the federal allocation for Title XX social services were used in Texas in a manner more equitable to handicapped individuals.

The Texas Rehabilitation Commission has subsequent to the Texas White House Conference commendably initiated a pilot program for handicapped individuals whose entry into the competitive employment market is not realistic. This pilot project should not only be applauded, but strongly supported, extended upon, and emulated by other service organizations.

Concerns about other issues which bear upon the quality of the lives of handicapped individuals are conspicious and consistently found in the record of the Texas White House Conference. Among those issues, the matters of adequate housing, transportation services, and architetural barriers are paramount and recurrent.

The housing and transportation problems of the handicapped are so complex and massive that the best approach seems to involve a national policy and the development of signficant national resources for dealing with these particular problems. Steps have, however, already been made in that direction. There currently exist a number of federal statutes which address the right of handicapped individuals to certain housing and transportation services and which provide a limited level of federal resources for the development of these services.

The problem is that it is virtually impossible for any handicapped individual, working alone or through a local organization of handicapped individuals, to untangle and make his way through the complex web of these assorted federal programs. Further, in the absence of an effective advocacy mechanism to focus attention upon the special housing and transportation problems of the handicapped, those problems generally do not receive adequate consideration and attention by local authorities responsible for housing and transportation services. Practicalities of this type, of course, tend to emphasize additionally why advocacy, information, and ombudsmanship services are required through an entity such as the recommended Governor's Coordinating Office for the Handicapped.

Action to reduce problems associated with architectural barriers does not, however, need to await either federal action or leadership by a Governor's Coordinating Office for the Handicapped. For a number of years, Article 678g, V.T.C.S., has required buildings owned by the State of Texas and its various political subdivisions to be barrier-free. Article 678g also requires that buildings leased by state agencies be barrier-free.

Enforcement responsibilities for Article 678g are placed with the State Building Commission and the statute requires the Texas Rehabilitation Commission and the State Commission for the Blind to provide technical assistance and support to the Building Commission. The three agencies have attempted to do a thorough and diligent job in carrying out both the specific requirements and basic purposes of Article 678g.

Particular problems and frequent conflict have unfortunately been encountered in relation to space leased by state agencies. Procedures for entering into state leases are set out in Article 666b, V.T.C.S. The administrative responsibility for handling state leases under Article 666b is placed with the State Board of Control.

The Board of Control has adopted rules and procedures which allow bidders for state leases to make their buildings barrier-free *after* a lease contract has been awarded by the Board of Control. This necessarily tends to defeat one of the more basic purposes of Article 678g: providing incentive to propertyowners to make their buildings barrier-free as a condition precedent to the right to bid on a state lease.

An attorney general's opinion could be requested on whether or not the Board of Control's rules and procedures on state leases are consistent with the purposes and intent of Article 678g. While it is felt that the ruling would in all probability be to the effect that the Board of Control's rules and procedures tend to frustrate and defeat the basic purposes of Article 678g, an opinion to the contrary would provide occasion for requesting a legislative remedy.

One legislative remedy to be considered might be making the State Building Commission solely responsible for handling everything associated with state leases . The Building Commission has demonstrated sensitivity and enlightenment about the burdens and frustrations which architectural barriers pose for handicapped persons. The Board of Control, on the other hand, has made it abundantly plain that these human problems must in its view be subordinate to the objective of trying to lease state space at the lowest of all possible prices--regardless of how accessible and useable the space might or might not be for people with handicapping conditions. Given this type of philosophical conflict between state agencies, it seems obvious that it would be desirable to place enforcement responsibilities with an agency committed to the proposition that the State of Texas should provide leadership, incentive and a moral example in the elimination of architectural barriers.

Regardless of whether additional legislation is required to resolve an unwholesome and inadequate situation in relation to state leases, it is understood that legislation will again be considered in the 65th Legislature to extend the barrier-free requirements of Article 678g to shopping centers and other facilities constructed and operated for frequency by the general public. Approval of such legislation would be totally consistent with the record developed during the White House Conference activities in Texas.

(6) Coordination of information. Regional testimony overwhelmingly highlighted the need for coordination of information. Establishment of an entity such as the Governor's Coordinating Office for the Handicapped would, of course, be responsive to this.

Without question, much can and should be done to exploit modern computer capabilities and high-speed information transmission techniques as part of this process of coordinating and disseminating information. Steps have already been taken in this direction by the GCOVH, through the use of such mechanisms as an incoming WATS line which the visually handicapped can use in contacting that office for information or for assistance in overcoming problems encountered in the receipt of services.

It is possible that federal research and demonstration funds could be used for designing and implementing the information computerization processes discussed during the White House Conference activities in Texas. That possibility should be investigated and, if viable, used for the general advantage of all severe disability categories.

The coordination of information in Texas should, however, complement and elaborate upon related efforts already undertaken or being planned in other places. For example, an Office for the Handicapped is being established in the Department of Health, Education and Welfare, and one of the defined purposes of the federal Office for the Handicapped will be the coordination and dissemination of certain types of pertinent information to handicapped individuals. Movement in this direction in Texas should, therefore, be coordinated with similar efforts now being undertaken in Washington.

(7) State Merit System. At all of the regional meetings, as well as the state conference in San Antonio, much disappointment was voiced about the manner in which the procedures of the State Merit System discriminate against and effectively preclude many handicapped persons from entering employment with the State of Texas. This problem is seen as objectionable because of the number of job opportunities denied to particular handicapped persons and is viewed as outrageous because of the negative example the State of Texas thereby provides to other employers.

State officials, however, are not solely responsible for this unfortunate situation. State merit systems are designed for use by a number of state agencies which receive heavy federal financial support. The state merit systems are operated pursuant to standards and guidelines of the US Civil Service Commission.

At this time, the US Civil Service Commission is conducting hearings to revise those standards and guidelines. Strong effort is being exerted to change existing rules so that state merit systems may use an "excepted appointing procedure" similar to that approved for the federal civil service system a number of years ago. Through the use of the "excepted appointing procedure" there has been a dramatic increase in the number of handicapped individuals employed by the federal government.

Along with other interested and concerned parties, the directors of the Texas White House Conference on Handicapped Individuals have already forwarded to the US Civil Service Commission appropriate recommendations based upon the record developed during the Texas White House Conference activities.

(8) Placement assistance. The recommended expansion of the use of placement specialist programs would not appear to require new legislation, nor even signficant amounts of additional new funding. Implementation of this recommendation might be pursued by a special task force consisting of representatives of the Texas Employment Commission, the Texas Rehabilitation Commission, the State Commission for the Blind, and consumer organizations.

(9) Special communications services. Action supportive of the special concerns expressed by representatives of such disability groups as the blind and the deaf can currently be pursued before the newly created Texas Public Utilities Commission. This new agency has already demonstrated a certain sensitivity to these problems.

What is required is some mechanism which may be used to alert the handicapped to matters arising before the new agency, and for assuring an adequately coordinated input on these matters. A newsletter directed toward all who participated in the regional meetings and in the state conference is one device which can be used to contribute toward this.

(10) Sheltered workshops employing the handicapped. After review of the extensive amount of testimony received on this, it is felt that many of the identified problems can only be effectively addressed through federal action.

It may be possible, though, to accomplish a number of improvements through immediate administrative action which can be taken independent of any new state or federal legislation. State rehabilitation agencies are already required to periodically review the cases of individuals closed in marginally remunerative employment. The state rehabilitation agencies are vital links in the conduit through which sheltered workshops receive federal funds. State rehabilitation agencies are empowered to develop and promulgate standards regarding the facilities with which they will do business.

(11) Amendment of the federal Civil Rights Act to include the Handicapped. Obviously, this is a matter beyond state jurisidiction. However, any state legislation relating to civil rights will be examined carefully and specific proposals supportive of this particular recommendation will be made to the authors.

(12) Eligibility of handicapped persons for Medical Assistance Only (MAO) program of Department of Public Welfare. This recommendation has fiscal and programmatic implications of a fairly complex nature. It needs to be pursued with appropriate representatives of the Department of Public Welfare and through appropriate committees of the Texas Legislature to determine exactly what would be involved.

(13) Improvements in educational services for the handicapped. The record developed as a result of the regional meetings and the state conference amply documents the reality that these services continue in many ways to be grossly deficient. It is felt that much improvement could be accomplished administratively, without a need for new legislation, and certainly without a need for as much additional funding as is frequently suggested.

House Bill 1673 provides the basic framework and authority through which many improvements in these particular services could be accomplished.

To date, the Texas Education Agency has not even developed ed [illegible] administrative regulations for implementing House Bill 1673.

(18) Recreational services for the handicapped. It is felt that most of the recommendations consistently offered in this area could be substantially advanced administratively, without requiring significant new outlays of public funds, and with improved utilization of volunteer effort.

To a large extent, improved recreational and cultural activities for handicapped persons require greater public awareness and understanding of the problems and potential of handicapped citizens. Again, a formalized, systematic and effective mechanism for providing this kind of information and advocacy service on a statewide basis would be extremely utilitiarian and efficient.

Respectfully submitted,

Pat Pound

TEXAS DELEGATES TO THE WHITE HOUSE CONFERENCE 1977

I. Handicapped (regulations require at least 50% of delegates be handicapped persons)

	DELEGATES			ALTERNATES	
1.	Willis Williams, Amarillo	35	1.	Jim Hayes, Arlington	21
2.	Pat Pound, Austin	33	2.	Criss Cole, Houston	19
3.	Tom Murdock, Dallas	28	3.	Muriel Le Blanc, Beaumont	19
4.	Sally Potter, Marshall	27	4.	Charles Eskridge, Jr., Austin	15
5.	Lex Frieden, Houston	24	5.	Don Dewberry, Denton	14
6.	Lee Kitchens, Dallas	24	6.	Paul Moreno, El Paso	13
7.	Joe Villareal, Houston	23	7.	Glenda Garlock, Granbury	12
8.	Ralph White, Austin	23	8.	Mary Virginia Griggs, Alvin	12

II. Family (regulations require 25% be family of handicapped persons)

9.	Dale Simpson, Longview	18	9.	Jim Thompson, Houston	12
10.	Gay Rutherford, Conroe	16	10.	Carol Whitcraft, Austin	12
11.	Jim Patton, Fort Worth	16	11.	Efton Geary, Austin	11
12.	Richard [illegible], San Antonio	14	12.	Linda Hutcheson, Spring	10

III. Other (with no regulatory requirements, these positions were awarded to persons with the next highest vote)

13	Bill Flynn, Austin	24	13.	Frank Guerrero, Houston	21
14.	Mary Sue [illegible], Houston	22	14.	Ruthe [illegible] Cowl, Laredo	19
15.	Joan [illegible], Ft. Worth	22	15.	Mary Lowry Wood, Austin	16
16.	State Chairman Sam Millsap, San Antonio		16.	Virginia Prnisse, Alvin	13

Complete Vote Count on Reverse

EXHIBIT B

THE CASE FOR SEPARATE PROGRAMS FOR THE BLIND*

There is no special mystery about services to or rehabilitation of the blind. There are, however, special problems and special difficulties encountered in services to this disability category. Efficient and effective services for the visually disabled can best be accomplished with specialized techniques, specialized skills, and specialized resources.

It is my position that the specialized techniques, skills and resources necessary for the achievement of desired levels of high quality services can best be developed within the context of separate and independent programs for the visually disabled. I would further contend that administrative arrangements which promote the autonomy of programs for the visually disabled invariably provide greater opportunities for creative innovation in rehabilitation services, thereby making a vital contribution to the continuing advancement of the rehabilitation profession generally.

Separateness in services to the visually disabled seems to be a general rule, to which there are, of course, certain exceptions. There is more than substantial justification for this separateness; there is often compelling necessity for it. This separateness obtains because of historical reason, sound theoretical principles, and practical facts.

Visual disability historically has been accorded considerable attention, with the victims of this disability receiving the benefits of services which evolved in the nature of separate disciplines. In the 5th century B.C., the Greek historian, Herodotus, noted the high degree to which opthalmology had developed as a specialized science in Egypt. And a thousand years before Herodotus visited Egypt, books had already been written about treatment of eye problems in that country.

Manuscripts developed early in the histories of such religions as Judaism, Buddhism, and Christianity reflect the separate attention already being accorded to the problems of the blind at that time. In 1526 Juan Luis Vives, the Spanish humanist concerned about the mendicant status to which so many of the blind in Europe seemed relegated, presented what may well be one of the first written proposals for vocational rehabilitation of the visually disabled. Organizations of the blind were known in early Russia. Institutional care for the blind was available in ancient Egypt and in India. The guild for Japanese blind masseurs was organized in the 9th century. One of the most famous institutes for the blind in the world, L'Hopital des Quinze-Vingts in Paris, was founded by King Louis IX on or about the year 1254. Dogs have been used to guide the blind for thousands of years.

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*This paper was prepared by Mr. Burt L. Risley, Executive Secretary-Director, State Commission for the Blind, Texas, at the request of the Subcommittee on Organization and Community relations of the National Citizens Advisory Committee on Vocational Rehabilitation.

Special education of the handicapped--the prerequisite for optimum rehabilitation--began when Hauy, Klein, and Howe instituted their respective schools for the blind around the start of the 19th century. For the blind, systematic attempts to compensate for disability have been in progress since the Renaissance. The list could go on and on, but the pattern would be the same; activities relating to services to and rehabilitation of the handicapped most often begin because of concern about the problems of blindness--a problem the treatment of which usually has been and still is approached separately from other problems in our society. Vocational rehabilitation, as it is presently known in this country, probably began in 1918 with the enactment of the Smith-Sears Veterans' Rehabilitation Act; administrators acting under the authority of that pioneer federal legislation drew upon techniques, skills, resources, methods, and facilities previously developed by those who were involved in services to the blind.

The establishment and maintenance of autonomous programs for the visually disabled is supported by a number of well established theoretical principles. One is always reluctant to generalize about the respective extent of debilitative effect as between various disabilities, for there are many variables and severity of disability will depend upon individual situations. But certainly no one who is knowledgeable about rehabilitation can dispute the seriousness of blindness--for the individual victim, for his family, and ultimately for his society. Some who are overly enthusiastic about the efficacy of those vocational rehabilitation services, with which they may be familiar, might on occasion refer to blindness as "a mere inconvenience." Such a position, of course, is hardly subscribed to by those laboring under this disability--blindness is a serious business; it is a catastrophic disability. For the visually disabled individual in a sighted world, blindness is a form of uninsulated isolation. For those who are congenitally blind, the result is perhaps even more pronounced. Blindness immobilizes, isolates, and affects the total individual. This necessarily has substantial vocational ramifications.

It is axiomatic that successful treatment of so catastrophic a disability requires total treatment of the victim. In order to effectively assist the persons, there must be an integration of services and a coordination of all efforts. It is axiomatic, too, that a complex and difficult problem can best be dealt with through specialization. Blindness is a severe and complex problem, and has broad ramifications for the total personality of an individual. There are many distinct facets to this problem, but yet the problem is not hopeless and much can be done. Autonomy in services, therefore, is desirable so the professional worker can function in a creative capacity, while developing a high level of specialization. The rehabilitation of the blind is hard, it is not glamorous, and the work is often frustrating; like any other chore of this type, there is a distinct possibility that the work will not get done or else will be treated only with a "lick and a promise" unless someone has primary accountability. Furthermore, blindness usually claims enough victims in any state to justify a separate program for the treatment of this disability. Finally, there is always a danger of complacency and inefficiency in any organization which operates in the attitude of a monopoly: corporations in a monopolistic or oligarchic position are coming to realize the value of "in house competition." Such competition also has positive values for the total vocational rehabilitation effort in this country. All of the foregoing indicate the propriety of establishing separate programs for the visually disabled.

There are also a number of hard facts which make practical the separation of services to the blind from programs of general rehabilitation. The crux of the matter is that, other things being equal, the visually disabled get more and better services where separate programs have been established to deal specifically with the visually disabled and this higher level of service is not accomplished at the expense of any other disability group. In 37 states at the present time, rehabilitation programs for the blind are conducted separately from the states' general vocational rehabilitation program. Of these 37 separate programs for the blind, 27 have authority to serve individuals whose primary handicap is of a visual nature, regardless of whether or not visual disability is so severe as to amount to legal blindness. Only in 13 states and 4 territories are services to the blind conducted as an integrated part of the general vocational rehabilitation program of the state.

When available statistics relating to vocational rehabilitation programs in all states are considered and analyzed, one finds that the data is of such nature that meaningful comparisons of program performance in different states is rather difficult. Some states have both separate programs for the blind and general rehabilitation programs, and both programs are weak--and vice versa. Some programs have a good record as far as numbers of annual rehabilitants are concerned, but the quality of service may not be as high as might be true in some programs which do not yield as high a rate of closures--and vice versa. Plainly, if such comparisons are to be made, the basis of selection of state data utilized should be rational and designed to result in meaningful comparison.

In order to test my thesis for this paper I have restricted my study to those states having a total population of more than 10 million. This approach has been utilized for several reasons. In the first place, a state with a population of at least 10 million people will have a large enough population of visually disabled individuals to provide an adequate sample for empirical testing. Secondly, states having a population of this size will have many similarities with regard to urbanization, industrialization, education, and other pertinent factors--regional differences will not be as pronounced. Of the six states with populations in excess of 10 million, two states conduct services to the blind in conjunction with the state's general vocational rehabilitation program, and four have separate programs of services for the blind--a ratio which corresponds roughly to the national ratio of separate and general programs.

California and Illinois, the two states in this group which do not maintain separate programs for the blind, attained a record during federal fiscal year 1966 of 1.2 and 2.1 blind rehabilitants, respectively, per 100,000 population. New York, Ohio, Pennsylvania, and Texas, on the other hand (states which do operate separate programs for the blind), achieved records of 3.4, 2.4, 3.0, and 3.3 blind rehabilitants per 100,000 of their respective populations. The average rate of rehabilitants per 100,000 population in the two states which do not have separate programs was 1.56; in the four states which do have separate programs for the blind, the rate averaged 3.02.

What does this mean in practical terms? It means that the average blind person in the average state listed on Table I had about twice as great a chance of getting the services necessary for his vocational rehabilitation if he lived in a state which operated a separate program for the blind rather than in one of the states in Table I with combined rehabilitation services.

Since separateness in and autonomy of programs to the blind is both a historical fact and a predominate reality of the present state-federal program of vocational rehabilitation, the burden of proof clearly rests with those who advocate other administrative arrangements. Proponents of other organizational arrangements rarely contend that the combining of services to the blind with programs of general rehabilitation will result in a net improvement in services to the visually disabled; the most common argument, rather, usually is that the monopolization of services within one central agency will: (1) continue to provide as good a type of services as are available under separate programs; and ([illegible]) effect a net savings in administrative costs. Neither of these two contentions will withstand scrutiny. The combining of services to the blind with programs of general rehabilitation in particular states may on occasion result in a short term expansion of services to the blind, but it is questionable whether the expanded services would not have been greater if the resources utilized by the general program for that part of its services to the blind had been allocated to a separate program for the blind. Similarly, the separation of services to the blind from a general rehabilitation program into a separate program of services to the blind may on occasion result in a short term reduction in the extent of quality of services extended to the blind, because of funding problems or other problems inherent in such reorganization. I know of not state, where services to the blind are conducted at a high level in conjunction with the general rehabilitation of the program of the state, that can demonstrate any savings whatever in administrative or other costs because of this combining of services.

The key of effective services for the visually disabled, regardless of the organizational context in which such services are extended, is the autonomy, visibility, and freedom of movement possessed by those who are primarily responsible for extending services to the visually disabled. If necessary specialization and freedom of movement is to be achieved in a state conducting a program for the blind, the same personnel---administrative and other--will be required as in an organization conducting such services separately from the general vocational rehabilitation program of the state. Assuming, arguendo, that consolidation may result in reduction of costs, such "cost reductions" almost necessarily will be attended by a reduction in the quality and extend of services available to the visually disabled of the state. More likely, however, the long-range consequence of such consolidation will be an increase in the cost of services. Vocational rehabilitation services extended to visually disabled under the state-federal program are, after all, only one part of an extensive body of services. In states where services to the blind constitute a separate and autonomous program, the proper function of that program is not only the direct extension of services, it is also a vital function of such a program to coordinate the totality of services available from all sources, including private organizations, local subdivisions of government, civic clubs, and private foundations. It is, additionally, a major responsibility of a separate and autonomous program to encourage the development of additional resources of this type, for in serving individuals beset by so catastrophic a disability as blindness, there are never too many resources upon which to draw.

The necessity for this independence in services for the blind is recognized by the Vocational Rehabilitation Administration as a sound principle for the state vocational rehabilitation programs generally. Section 401.6 (c) of the VRA regulations provides that the organization responsible for extending vocational rehabilitation services at the state level must be a major organizational unit--not something buried away in the recesses of some large bureaucracy. The arguments which support this regulation for the vocational rehabilitation program in general--and these arguments are substantial--apply with greater force and logic to services for the blind.

As a member of the Subcommittee on Workshops and Rehabilitation Facilities of the National Citizens Advisory Committee of Vocational Rehabilitation, I cam across some interesting observations. It has been my privilege to visit the various types of workshops and facilities throughout the country. As you can imagine, I visited all types of facilities, such as those specializing in a particular disability and those which engaged in general type activities. In the general type workshops, I would ask the question, "Could you serve the blind?" The answer was invariably, "Yes." The next question was, "Do you serve the blind?" This answer was invariably, "No, we are not equipped to handle the blind." My point is, it is not important what they "could" do, but what they are doing.

I would not be so inflexible as to contend that there is only one device by which necessary autonomy in services to the blind can be achieved. In my judgment, a separate and independent agency is the surest device for obtaining this independence. If this is not feasible, separateness may be obtained by establishing a new division for the blind within an existing state agency, or a separate and autonomous division within the organizational structure of the unit providing general vocational rehabilitation services may be a satisfactory arrangement in some situations. The critical factor is not how this autonomy is obtained but rather that independence, freedom of movement, creativity, and specialization be encouraged through separateness.

TABLE I

CURRENT ESTIMATED PREVALENCE OF BLINDNESS IN STATES WITH POPULATION OF MORE THAN 10,000,000 (using Dr. Hurlin's formula)

State	Estimated Rate Per 1,000 pop.	Population*	Estimated Number of Blind Persons
Combined Programs:			
California	1.84	18,403,000	33,862
Illinois	2.03	10,641,000	21,601
Separate Programs for the Blind:			
New York	1.96	18,106,000	35,488
Ohio	1.94	10,241,000	19,868
Pennsylvania	1.97	11,583,000	22,819
Texas	2.40	10,591,000	25,418

*Using estimated figures as of July 1, 1965, from Current Population Report, Series P-25, No. 348, issued September 16, 1966.

TABLE II

NUMBER OF BLIND REHABILITANTS IN STATES WITH POPULATION OF MORE THAN 10,000,000
(during Federal FY 1966)

State	Number of Blind Rehabilitants	Blind Rehabilitants per 100,000 Population
Combined Programs:		
California	226	1.2
Illinois	223	2.1
Separate Programs for the Blind:		
New York	631	3.4
Ohio	253	2.4
Pennsylvania	358	3.0
Texas	359	3.3

Average Number of Blind Rehabilitants per 100,000 population in States with Combined Programs: 1.56

Average Number of Blind Rehabilitants per 100,000 population in States with Separate Programs for Blind: 3.20

BISM

BLIND INDUSTRIES AND SERVICES OF MARYLAND RALPH W. SANDERS PRESIDENT

TESTIMONY PREPARED FOR SUBMISSION FOR THE
HEARING OF THE SENATE SUBCOMMITTEE ON THE HANDICAPPED
Monday, February 7, 1977

I am pleased to have this opportunity to present comments before the Senate Subcommittee on the Handicapped in support of a proposed bill providing for comprehensive services for the blind.

My comments are directed from my perspective as President of Blind Industries and Services of Maryland, a quasi-State and private agency operating three training and employment centers, a rehabilitation training program, serving as licensing agency for vending facilities located in State, County, Municipal and private locations and nominee agency for vending facilities located on Federal property.

The proposed legislation would accomplish two major objectives. First, it would provide funds especially identified for programs for the blind which would serve as a catalyst for the development of better service delivery programs for the blind population. Secondly, the legislation would encourage the development of identifiable agencies to serve the blind creating both administrative and program efficiencies. Most critically, this latter aspect of the legislation would have the impact of channeling Federal resources in a proper fashion which would lead to effective delivery of service programs for the blind population.

The Maryland example will serve, I believe, to properly punctuate the need for this program shift. I have already outlined, in broad perspective, the programs provided by Blind Industries and Services of Maryland. While they constitute a substantial portion of the vocational rehabilitation services for the adult blind typically associated with vocational rehabilitation services, Blind Industries and Services of Maryland

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is not the vocational rehabilitation agency and does not participate in the formulation of the State plan. This function is carried out by the Division of Vocational Rehabilitation of the Maryland State Department of Education. Specifically, in Maryland, the vocational rehabilitation services for the blind are carried out through an operating unit coordinating services to the blind. The person in charge of this unit serves as a coordinator of services for the blind but is not in administrative control. The budget of the Division of Vocational Rehabilitation does specifically identify the small number of staff positions specifically assigned to the blind, but does not at all identify case service money which would be allocated to blind clients. The case service funds are distributed through a regional distribution on a case-by-case basis.

As a result of this umbrella agency approach, services for the blind receive a fairly low priority in the overall structure. In fact, in total dollars (State and Federal), the vocational rehabilitation services for the blind has a smaller budget than Blind Industries and Services of Maryland even though the major Federal funding of services to the blind is provided through Vocational Rehabilitation. Over the past few years the average amount of Federal funds applied to programs for the blind in Maryland has been 6.2% of the overall total funds available to Maryland under Sections 110 and 120. In comparison, in States where there is a comprehensive program for the blind, the share of Federal funds available to programs for the blind amounts to as high as 19% while the national average is 13.8%.

Proponents of the umbrella approach argue that blind clients receive a resource greater than the figures would indicate by virtue of the fact that blind clients are served by general counselors as well as by some counselors specifically designated for services for the blind. They would argue there were additional cost savings through administrative efficiencies under the umbrella approach.

The real question, however, should address itself not to presumed administrative and staff efficiencies but to the impact of the approach on the delivery of services to the clientele population. In this case, the question must be the effect of the approach on the blind population in Maryland.

A specific example should be illustrative. As noted above, the Vending facilities program in Maryland is operated with a split licensing authority. As mandated under the Federal

Randolph-Sheppard Act, the vocational rehabilitation agency, in this case the Division of Vocational Rehabilitation of the Maryland State Department of Education, which administers the State plan (there is no separate State plan for the blind), is the licensing agency for managers in facilities located on Federal property. Under Maryland law, Blind Industries and Services of Maryland is the licensing agency for managers of facilities located on State, County, Municipal and private locations. Under the Maryland plan, Blind Industries and Services of Maryland serves as the nominee agency providing day-to-day management for the Vending Facility Program located on Federal property.

Throughout most of its history, the Maryland Vending Facility Program operated with the State appropriation under the budget of Blind Industries and Services of Maryland, but has received no regular allocation of Federal funds to assist in the training of vending managers, the opening of new vending locations, or in providing administrative services to the Vending Facilities Program. The financial cost of the program has been borne through State appropriation distributed under the budget of Blind Industries and Services of Maryland and through set-aside funds for the most part.

It should be noted that during fiscal year 1977, while the above outlined financial sources are the primary funding approach for the program, the Division of Vocational Rehabilitation has provided a grant of $85,000.00 to the Vending Facilities Program.

The Vending Facilities Program in Maryland has, when measured by average annual income to blind managers, been highly successful. In fact, during fiscal year 1975, the Maryland Vending Facilities Program led the nation in this catagory. However, in the area of training and re-training of vending managers, and in the rate of opening new Locations, the Maryland program has not been number one. In addition, the program has not undertaken many new opportunities created by the location of extensive Federal complexes within the Maryland area.

The availability of additional Federal funds, in an appropriate amount, would have provided an extra stimulus for the growth and development of the Vending Facilities Program. It should again be noted, that the Maryland program of services for the blind does not have administrative control over the development of its own budget. It does not constitute a significant portion of the total Division of Vocational Rehabilitation services. It, therefore, has not received a funding priority commensurate with the programs which have been authorized under Federal legislation over the years, and in particular, the Vending Facilities Program established under the Randolph-Sheppard Act.

As noted above, the percentage of Federal funds alloted to Maryland which are in turn assigned to services for the blind over the past several years amounts to 6.2%. It should also be noted again that this is based on actual experience. The budget as established by the Division of Vocational Rehabilitation does not, during any given year, designate any specific amount which is intended to be provided to blind clients. It follows then that other program areas of services for the blind in Maryland experience a similar funding deficiency as experienced in the Randolph-Sheppard Vending Facilities Program.

Under the Maryland plan, a substantial portion of the services typically associated with the vocational rehabilitation for the adult blind are carried out by Blind Industries and Services of Maryland, as previously noted. These programs are funded through five funding sources: the annual State appropriation, set-aside funds, revenues derived from the operation of the industries program, Federal grants, and private contributions.

Under the Maryland plan, many of the services typically associated with vocational rehabilitation of the adult blind are not provided through Federal funds as designated under the Vocational Rehabilitation Act adopted by Congress. The above mentioned examples are intended to illustrate the failure of the Maryland plan to properly utilize existing Federal appropriations for the vocational rehabilitation of the adult blind. It should not be the intent of the proposed comprehensive services for the blind act to replace the vocational rehabilitation responsibility for funding programs, such as vending. As a result of the Maryland approach of placing primary funding responsibility for services to the blind on the State budget, many blind persons in Maryland are currently forced to accept substandard services or, in far too many instances, no services at all. The stimulus of Federal funds to support a broader and more comprehensive array of services is essential in our State.

The proposed bill would not resolve the Maryland situation tomorrow. It would not, because the current Maryland plan does not establish a proper administrative arrangement as provided under the proposed legislation, which would qualify for the specially designated Federal funds. However, the adoption of this legislation would tend to encourage Maryland officials to reassess the administrative plan for delivery of services to the adult blind. How the service delivery system would be altered is not significant for these purposes. That is to say, whether Maryland officials decided to transfer vocational rehabilitation services responsiblity to Blind Industries and Services of Maryland or by raising the priority of vocational rehabilitation services for the blind within the existing Division of Vocational Rehabilitation services, is not the critical issue for the Committee. That decision must be reached by the Governor and General Assembly within the State of Maryland. The proposed legislation which you are considering, however, would serve as a stimulus to Maryland to take action which would upgrade the overall quality of services for the blind. It would accomplish this by the designation of specially earmarked funds for programs for the blind which would help offset the current cost to the State of Maryland in providing services for the blind beyond the State's current ability. While the State of Marvland would be a direct beneficiary of such funds, the real beneficiaries of the funds would be the blind of Maryland. As I said in the beginning, the real question deals with the impact of legislation on programs of service delivery to blind clients. As notes in my comments and illustrative examples, the proposed bill would provide a most important stimulus for developing positive growth in programs for the blind. This is particularly true in Maryland, but the Maryland situation is not unique in the country.

I, therefore, add my encouragement to your discussions for the earliest possible enactment of the proposed bill providing for comprehensive services for the blind.

Respectfully submitted,

Ralph W. Sanders
President
Blind Industries and
Services of Maryland

RWS/jlr

STATEMENT BY:

Glenn Crawford, Director
Division of Rehabilitation
Department of Social Services
1575 Sherman Street, 5th Floor
Denver, Colorado 80203

January 31, 1977

SENATE SUBCOMMITTEE ON THE HANDICAPPED IN RELATION TO OVERSIGHT HEARINGS ON THE REVIEW OF PROGRAMS FOR THE HANDICAPPED - Date of Appearance - February 7, 1977

PERSONAL IDENTIFICATION

For purposes of identification, my name is Glenn Crawford, with my usual occupation being with the Department of Social Services, Division of Rehabilitation, State of Colorado, Director of the Division of Rehabilitation. As such, all rehabilitation services for the state are supervised by the administrative office of the Division of Rehabilitation. Prior to this time, I served in various office capacities of the Commission for the Blind, State of Texas. The last position I held in that program was State Director of Program Evaluation--Program Planning for the Commission, with development of cooperative program functions with other state agencies being part of the planning/development function.

ORGANIZATIONAL STRUCTURE

The services program for the blind and visually impaired is located within the Division of Rehabilitation as an integral part of that program's service delivery function. The Division of Rehabilitation is located within the Department of Social Services, State of Colorado. In order that the organizational structure of the Department of Social Services and its divisions can be better understood, I will, at this time, discuss those organizational structures and their formal lines of communication.

The Department of Social Services' Executive Director is directly responsible to the Governor of the State of Colorado. (Attachment 1). Review of policy decisions of the policy administration of the Department of Social Services is made by a State Board of Social Services. Within the Department of Social Services there are nine divisions. They are as follows, exclusive of the Division of Rehabilitation:

- Child Support Enforcement
- Income Maintenance
- Medical Assistance
- Veterans Affiars
- Food Assistance
- Services to the Aging
- Title XX, Social Services
- Field Operations

All division directors are responsible to the Associate Director of Programs. The Associate Director of Programs is responsible to the Executive Administrator of the Department, who is responsible to the Executive Director of the Department. In line with the Associate Director of Programs are other associate directors who hold responsibility for budgeting; accounting; supportive needs such as desks, chairs, building space, etc.; legal services (channels to legislative functions and the Attorney General's office); automatic data processing; personnel; and, other functions used by the divisions located under the Associate Director of Programs. Matters of significance handled by all of the associate positions outside of the Division under the Associate Director of Programs are channeled through the Division's administrative office to the Associate Director of Programs and on to the appropriate associate director, unless responded to by the Associate Director of Programs.

Within the Division of Rehabilitation there are four service programs: Disability Determination Services, Rehabilitation of Individuals, Services for the Blind and Visually Impaired, and Special Programs. (Attachment 2). Each of the four service programs report directly to the Director of the Division of Rehabilitation. In addition, there are support services of a State Medical Consultant, a State Dental Consultant, and in-service training. Each of the four separate program supervisors use the support services of the Division. Each of the programs have several functions, with the program of Services for the Visually Impaired, and the Special Programs unit having the largest variety, and being almost equal in program activity. Located within Services for the Visually Impaired, the topical area of this oversight hearing, one finds a vocational rehabilitation component similar to the vocational services found in Rehabilitation of Individuals (General Program), and Special Programs (Institutional and Third Party Contracts).

SERVICES FOR THE VISUALLY IMPAIRED

The majority of blind and visually impaired individuals are served by the service program for the Visually Impaired. Additionally, the Services for the Visually Impaired program is the licensing agency for vending facilities created by the Randolph-Sheppard Act. The two remaining programs within Services for the Visually Impaired are a State-owned and operated workshop and a home teaching component serving individuals who qualify for vocational rehabilitation services, as well as those who do not meet the qualification criteria. The workshop program is similar to the private non-profit lighthouses for the blind found in several other states. Housed within this facility is a diagnostic evaluation unit utilized primarily for the blind and visually impaired. Located within the same building, but part of the vocational rehabilitation program is a skills center which provides limited training in the daily living skills needed to function in our society, such as cooking, cleaning and care of a house or apartment, orientation and mobility, etc. Within the program for the Visually Impaired the organizational structure is similar, one would find, to the organizational structure found within the Department of Social Services and the Division of Rehabilitation. The person in charge of the service program is known as the Administrator of Services for the Visually Impaired, and is responsible for client services program activities within the state. The sub-programs within Services for the Visually Impaired are those indicated above, with a supervisor in charge of each area.

Continued on Page 3

PROGRAM CONTRASTS

In viewing our organizational structure, one may trace a request for information that originated in one of the outlying offices, and that can not be answered by succeeding levels of supervision and administration. An example of such a request would be an item involving legal interpretation. The request would originate in the district office and would be sent to the immediate supervisor of the person originating the request. That person may add to, or further clarify the original request, and then send it to the Administrator of the Services for the Visually Impaired. From that point, the request goes to the Director of the Division of Rehabilitation, who forwards it through the Associate Director of Programs to the Associate Director for Program Policy. The legal matter would be viewed at the Policy level to determine if it should be forwarded to the State Attorney General's office for a legal opinion. If the decision has been reached to forward it to the Attorney General's office, a response from that office will be returned to the originating party by re-tracing the organizational structure through which it came. It might be decided at the Policy level that a legal opinion is not needed, or that a similar request has already been responded to by the Attorney General's office, with the appropriate information being forwarded to the originator through the Department's organizational structure.

The State Plan for the service program for the blind is an integral part of the overall State Plan for the Division of Rehabilitation. It does not have a separate State Plan nor is it an identifiable unit within the State Plan. This, of course, is contrasted to an identifiable State Plan for Services for the Blind and Visually Impaired when that program is separate from the General Rehabilitation Program. Such an organizational structure and single State Plan concept tend to cause loss of identity for the program and its service structures. Since a separate State Plan does not exist, and the service program for the blind is an integral part of a division within the Department, funding negotiations with legislators and state administration is handled by the Director of the Division, who works through the Department administration for budgetary concerns.

Currently, there is a service program for the older blind which is funded through a special demonstration grant. This grant is similar to a few in other states. The grant has one year left before it expires. It is expected that continuation of the program will be funded through Social Services Title XX funds at its current level of operation. There is no service program for blind and visually impaired children and youth; therefore, contrasts with other states having such programs can not be made.

SUMMARY

In summation, one may say that service programs for the blind and visually impaired, when having a separate State Plan, can be more flexible in structure and service programs.

Continued on Page 4

This is caused by it being an identifiable unit on a state-wide basis, with all program concentration geared toward the particular need of that severely disabled population. With a separate State Plan, the service program for the blind and visually impaired would also be in a better position for program accountability, in that specific items in the State Plan must be addressed insofar as program outcomes are concerned as compared to stated goals and objectives. As a program having a separate State Plan, rehabilitation funds would be distributed in a manner that is different from the current system. Having a separate identifiable activity would allow for a proportionate amount of federal funds going to services programs for the blind and visually impaired more in keeping with the incidence of disability occurrence in the population. Should such a separate State Plan and identifiable unit be created, it is imperative that the identifiable rehabilitation units work cooperatively together, as they currently do in those states where such units exist. Through this cooperative work activity, duplication of program activity is eliminated.

RECOMMENDATIONS

It is believed, based upon past program experience, that a separate identifiable unit, with its resulting State Plan, would be of benefit to blind and severely visually impaired individuals. Such benefits would accrue in better measurement of service outcome through accountability for service programs, and greater degree of autonomy of action on the part of its administrator.

Currently, there is a large population of blind and severely visually impaired individuals not being served due to restrictions of funding levels for rehabilitation services on a national basis and a necessity for a meeting of vocational eligibility criteria for the expenditure of those funds. A large segment of the blind and visually impaired population does not meet the work criteria found in the current eligibility criteria for the expenditure of RSA funds. Research studies have shown that in excess of 50% of the nation's population who suffer a severe visual impairment is 65 years of age or older. Such persons are currently without the specialized services that have been developed within many rehabilitation programs that allow for the enhancement of one's quality of living, such as mobility and orientation, techniques of daily living, self-grooming, and home management skills, to name only a few. The need for an expansion of service programs for the severely visually impaired is emphasized for this older population. If it should be possible, they would currently be served through the vocational rehabilitation programs; however, age and ability to engage in employment activity greatly diminishes with time, making this impossible. Further, it is strongly recommended that a service program for children and youth be funded at the federal level. These persons currently are not eligible for state-federal vocational rehabilitation programs, again because of the work criteria. While work is a definite part of one's adult life, with that development occurring in one's younger years, the necessity of having a vocational objective in mind limits the use of vocational rehabilitation funds for this younger group. Special services

Continued on Page 5

currently available within service units for the visually impaired could be of benefit to this young population and the parents of blind children. In working with the parents of blind children, services can begin at the earliest possible age and would prevent the compounding of side effects of this most serious disability. Through the provision of these services as a prevention technique, it precludes the need for major and extensive service program activities at a later age simply for relearning activities.

CLOSING REMARKS

Let me express my appreciation for the opportunity to present this written testimony to this Sub-Committee on behalf of the Division of Rehabilitation and the State of Colorado. It is believed that the hearing will substantiate the recommendations set forth in this material. If the testimony should be recognized in terms of the desperate need for service programs for the blind and visually impaired, as it is intended, it is believed that the result will be the far-reaching and far-sighted results of the Randolph-Sheppard Act and the Javits-Wagner-O'Day Act, passed many years ago and having been continually updated.

GC:c

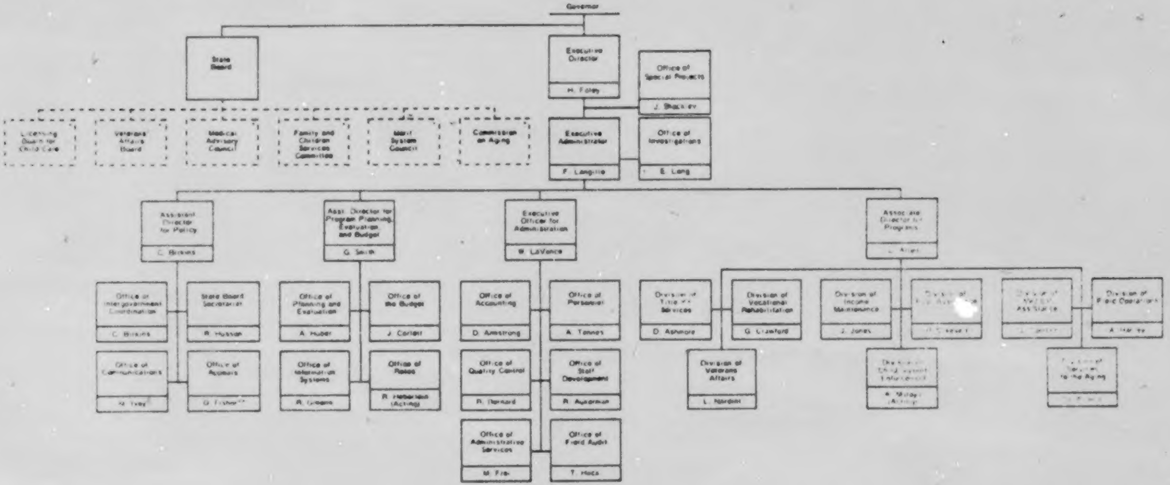
Colorado Department of Social Services Organization

(As of January 1, 1977)

ATTACHMENT 1

Approved ______

Date ______


Governor
State Board
Licensing Board for Child Care
Veterans Affairs Board
Medical Advisory Council
Family and Children Services Committee
Merit System Council
Commission on Aging
Executive Director
H. Foley
Office of Special Projects
J. Shackley
Executive Administrator
F. Langille
Office of Investigations
E. Long
Assistant Director for Policy
C. Birkins
Asst. Director for Program Planning, Evaluation, and Budget
G. Smith
Executive Officer for Administration
W. LaVance
Associate Director for Programs
Office of Intergovernment Coordination
C. Birkins
State Board Secretariat
R. Hussan
Office of Communications
Office of Appeals
Office of Planning and Evaluation
A. Huber
Office of the Budget
J. Carlett
Office of Information Systems
Office of Rates
(Acting)
Office of Accounting
D. Armstrong
Office of Personnel
A. Tonnes
Office of Quality Control
Office of Staff Development
Office of Administrative Services
Office of Field Audit
T. Hoca
Division of Title XX Services
D. Ashmore
Division of Vocational Rehabilitation
G. Crawford
Division of Income Maintenance
J. Jones
Division of Field Operations
Division of Veterans Affairs
Division of Child Support Enforcement
(Acting)
Division of Services to the Aging

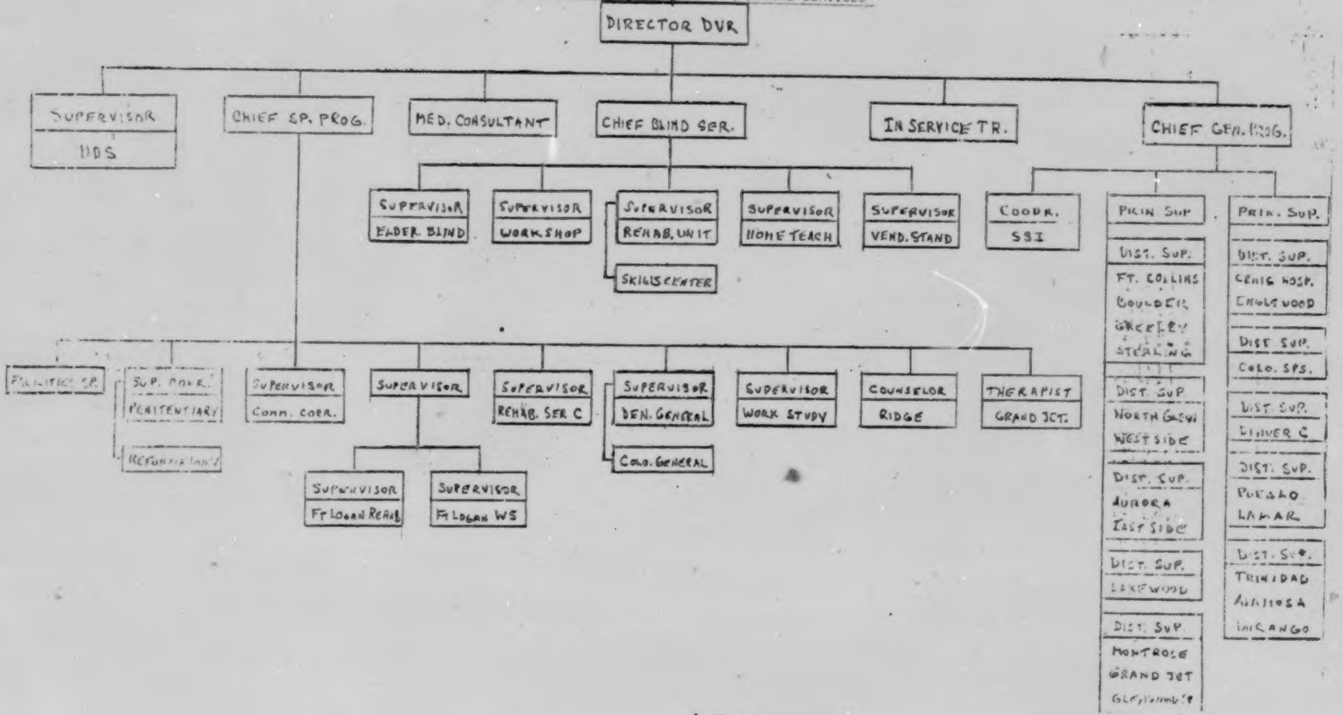
*Serve in an advisory capacity to their respective divisions/offices

**Accounting officers are on the staff of the Department of Administration

ATTACHMENT 2

DIVISION OF VOCATIONAL REHABILITATION

EXECUTIVE DIRECTOR, DEPARTMENT OF SOCIAL SERVICES
ASSOCIATE DIRECTOR OF PROGRAMS, SOCIAL SERVICES


DIRECTOR DVR
SUPERVISOR
DDS
CHIEF SP. PROG.
MED. CONSULTANT
CHIEF BLIND SER.
IN SERVICE TR.
CHIEF GEN. PROG.
SUPERVISOR
ELDER. BLIND
SUPERVISOR
WORKSHOP
SUPERVISOR
REHAB. UNIT
SKILLS CENTER
SUPERVISOR
HOME TEACH
SUPERVISOR
VEND. STAND
COORD.
SSI
PRIN. SUP.
DIST. SUP.
FT. COLLINS
BOULDER
GREELEY
STERLING
DIST. SUP.
NORTH GLENN
WEST SIDE
DIST. SUP.
AURORA
EAST SIDE
DIST. SUP.
LAKEWOOD
DIST. SUP.
MONTROSE
GRAND JCT
GLENWOOD SP
PRIN. SUP.
DIST. SUP.
CRAIG HOSP.
ENGLEWOOD
DIST. SUP.
COLO. SPS.
DIST. SUP.
DENVER C
DIST. SUP.
PUEBLO
LAMAR
DIST. SUP.
TRINIDAD
ALAMOSA
DURANGO
FACILITIES SP.
SUP. COOR.
PENITENTIARY
REFORMATORY
SUPERVISOR
COMM. CORR.
SUPERVISOR
SUPERVISOR
FT LOGAN REHAB
SUPERVISOR
FT LOGAN WS
SUPERVISOR
REHAB. SER C
SUPERVISOR
DEN. GENERAL
COLO. GENERAL
SUPERVISOR
WORK STUDY
COUNSELOR
RIDGE
THERAPIST
GRAND JCT.

NATIONAL COUNCIL / of State Agencies for the Blind, Inc.

A NON-PROFIT ORGANIZATION OF STATE SERVICE PROGRAMS

FOR THE PREVENTION AND AMELIORATION OF BLINDNESS

STATEMENT OF CHARLES W. HOEHNE, GENERAL COUNSEL, NATIONAL COUNCIL OF STATE AGENCIES FOR THE BLIND, INCORPORATED, BEFORE HEARINGS CONDUCTED BY THE SUBCOMMITTEE ON THE HANDICAPPED OF THE SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE, RELATIVE TO LEGISLATION TO PROVIDE MORE COMPREHENSIVE SERVICES FOR THE BLIND

February 7, 1977

MR. CHAIRMAN AND MEMBERS OF THIS SUBCOMMITTEE:

On behalf of the National Council of State Agencies for the Blind's president, Mr. Donald H. Wedewer of Florida, and his Executive Board, I am pleased by and appreciative of the opportunity to appear today to comment on the need for legislation to provide more comprehensive services for the blind.

I.

Identification

For the record, my name is Charles W. Hoehne. I am a resident of Austin, Texas, where I have been involved with work for the blind in various capacities since 1959. I come before this subcommittee as general counsel for the National Council of State Agencies for the Blind, by the authority and at the direction of the organization's directors, for the purpose of making the NCSAB's long-established and well-defined position on comprehensive services for the blind a part of this hearing's record.

The membership of the NCSAB consists of official state service programs for the blind in each of the 50 states, the District of Columbia, and the territorial possessions of the United States. Our offices are located at 407 San Jacinto Building, Austin, Texas, and our mailing address is Post Office Box 12412, Austin, Texas 78711.

In general, the larger part of our membership's service effort in behalf of blind Americans consists of the provision of vocational rehabilitation services and the administration of the Randolph-Sheppard Vending Facility Program. To a lesser degree, most of the NCSAB's membership also is involved in an effort to provide more comprehensive services to blind individuals within the various states, as well as attempt to prevent blindness. The scope, effectiveness and impact of our membership's comprehensive service effort vary greatly from state to state; but programs providing services in behalf of blind individuals who are not regarded as eligible for vocational rehabilitation or who are not involved with the Randolph-Sheppard Vending Facility Program are, in every state with which I am familiar, regarded as understaffed, underfinanced, plagued by an inordinate amount of red tape, incapable of effectively accomplishing a vital service mission, and, therefore, sorely in need of strengthening and improvement.

The NCSAB is chartered as a nonprofit corporation for the express purpose of advancing work for the blind in the manner which the legislative proposal before this Subcommittee would do.

II.

NCSAB's Basic Position on Federal Legislation to Assure Comprehensive Services for Blind Individuals

Mr. Chairman, there is nothing recent about the recognition that services for blind persons throughout the United States are not going to be significant, meaningful and effective unless undergirded by special federal legislation.

This was recognized in 1936, when the Randolph-Sheppard Act was first enacted to give blind individuals a priority for undertaking the operation of vending facilities on federal property.

It was recognized again in 1938, when the Wagner-O'Day Act was passed for the purpose of establishing an effective program through which blind-made products could be sold to the federal government.

It was recognized again in 1943 when the Vocational Rehabilitation Act was amended to allow state agencies for the blind to submit separate state plans for vocational rehabilitation services and to provide those services to blind individuals with the benefit of federal grant-in-aid funds appropriated for the rehabilitation of the handicapped.

Each of these items is properly regarded as a milestone in work for the blind. Each of these special legislative acts has contributed incrementally and enormously to the strengthening and improvement of services for the blind throughout this nation. Without any one of these three statutes, work for the blind, as it currently is in the United States, probably would not even exist.

But the National Council of State Agencies for the Blind has long recognized and squarely faced the fact that work for the blind, such as presently exists across this country, is not all that it should be and that it needs to be. That is why, for almost a decade now, the NCSAB has been on record as favoring federal legislation authorizing comprehensive services for all blind Americans.

Essentially, NCSAB's position is that there should be federal support not only for vocational rehabilitation services, but also for the prevention of blindness and all of the other services customarily provided by agencies for the blind to individuals at all points in the age spectrum. These services include, but are not limited to, assisting blind children to "mainstream" educational programs more effectively, greater cooperation in all special media services for the blind, the provision of a broad range of services which assist individuals for whom vocational objectives are not practicable to at least acquire an adequate capacity for independent living, and a variety of efforts to prevent blindness and conserve eyesight. The NCSAB has previously urged federal financial support in the costs of administering such services, and we do so again at this hearing.

It seems fair to say that Congress in 1972 found the NCSAB's basic position to be sound and meritorious. As this Subcommittee is well aware, in 1972 the Congress overwhelmingly approved

H. R. 8395, which contained important provisions responsive to needs and concerns which agencies for and organizations of the blind had been calling attention to for more than three decades. Because of a lack of empathy, enlightenment, sensitivity and presumably even accurate factual information on the part of those occuping the White House and the Executive Office Building at that time, H. R. 8395 was unfortunately vetoed. Had it not been necessary, in the subsequent effort to develop compromise legislation, to scrap some of the major reforms and improvements which H. R. 8395 had provided for severely handicapped Americans, the necessity of the hearing this Subcommittee is now conducting would be less critical.

But the veto did occur and, as a consequence, over half of the people in this country with serious visual disabilities continue to be confronted with privation, inadequate or inappropriate services, and unachieved aspirations--instead of personal independence, opportunity, and a quality of daily life more equivalent to that which their sighted neighbors routinely take for granted.

Unmet human needs continue to exist, and it is because of the severity, the untenableness and the unconscionability of allowing these human needs of several hundred thousands of blind Americans to continue to go unmet that we are at this hearing today.

Not quite a year ago, a series of oversight hearings were conducted before this Subcommittee on the state-federal program of rehabilitation. At that time, I submitted a statement setting out the NCSAB's position on comprehensive services for the blind.

The statement outlined the NCSAB's position in detail and explained the practical basis upon which the NCSAB's position is founded. That basic position has not changed because the factors and conditions which required that position to be formulated and advocated by the NCSAB have not in any manner ceased to exist--if anything the factors and conditions addressed by the NCSAB's position on federal legislation authorizing comprehensive services for the blind have worsened in the years since that position was first adopted.

I will not presume upon the Subcommittee's time by again setting out all of the reasons why federal support for comprehensive services for the blind is so urgently needed, why the exceptionality and uniqueness of visual disability and of work for the blind critically require federal authority and support for a more concerted service effort, or what the implications of such authority and support can be for all severely handicapped Americans. Instead, I should like at this time simply to submit for the record a copy of the statement offered at last year's oversight hearing, and to direct the remainder of my remarks to the specific legislative proposal under consideration at this time.

III.

Assessment of Bill Authorizing Comprehensive Services for the Blind

The Randolph-Sheppard Act of 1936, the Wagner-O'Day Act of 1938, and the 1943 Amendments to the Vocational Rehabilitation Act are cornerstones in what is known as "work for the blind" today.

The extent to which these cornerstones have been beneficial to tens of thousands of blind individuals annually throughout this nation is beyond dispute. The degree to which service approaches developed under the authority of this earlier legislation have been effectively translated to services for other disability categories is well known. The advantages which have accrued to the taxpayers of this country, because of services made possible under this earlier legislation, have been abundantly documented.

Mr.Chairman, there is inherent in the legislative proposal currently under consideration as much potential for improving the daily lives of blind individuals as was contained in all three of work for the blind's other legislative milestones combined. But, as with the earlier legislation, those benefits will not redound simply to the advantage of the blind; instead, the advantages and benefits of the bill currently before this Subcommittee will inevitably accrue to individuals with other serious disabilities and to the general public as well.

The exceptionality of blindness as a disability is widely recognized. It has been so recognized historically and in virtually every society. Blindness is, indeed, a catastrophically disabling condition. But when appropriate specialized services are extended on a timely basis, blindness becomes one of the more remedial of the various disabilities.

I cannot emphasize too strongly how essential three things are to the effective amelioration of the disabling consequences of serious visual loss: (1) appropriateness in services; (2) timeliness in the provision of those services; and (3) an adequate degree of specialization throughout the entire service effort.

This proposed legislation would greatly assist agencies for the blind in providing specialized services in a more appropriate manner and on a more timely basis. Further, the effect of the bill is to enable the states to develop programs for the blind in which essential characteristics for effectiveness in services operate to the advantage of all blind individuals, regardless of their age or secondary handicaps or personal circumstances. These two basic effects of this bill are of overriding importance and, standing alone, represent good and sufficient reason for the final enactment of this legislation.

Incorporated into specific provisions of the bill are concepts, authority and resources which we regard as vitally needed and already too long delayed in work for the blind.

For example, the rehabilitation of visually disabled individuals unquestionably represents a sound, effective and enlightened investment of public and private resources. The best and most cost-effective service offered in the field of work for the blind, however, consists of that effort exerted to prevent blindness from occurring in the first place. Most members of the NCSAB are involved in some sort of effort to prevent blindness, but this effort tends mainly to be feeble and spotty in its coverage; to a large extent, prevention of blindness effort is systematically carried out only in isolated communities where volunteer groups have managed to organize effectively for this purpose. This bill, of course, would give the states greater capacity for the earlier identification of potentially serious visual problems and for more responsive treatment of those problems following identification. We submit that the savings resulting from more effective screening and prevention of blindness services would each year exceed the total amount appropriated annually by Congress for the entire program authorized by this bill.

As another example, during this testimony others will undoubtedly point out that a clear majority of the blind population in the United States is effectively excluded from services under federally-supported programs. There are a number of reasons why so many blind individuals are so excluded: eligibility criteria associated with the state-federal program of vocational rehabilitation; the difficulties blind individuals confront in attempting to access services delivery systems outside of the field of work for the blind; the enormous and prohibitively expensive administrative complications most agencies for the blind encounter in trying to tap into resources available through other federally-supported programs of education, social, or manpower services; a basic lack of knowledge on the part of generalist providers of services when blind individuals are encountered; etc.

We are talking about many kinds of blind persons when we talk about those who are effectively excluded from the benefits of programs currently being operated with federal financial assistance.

We are talking about the aged individuals, children and youth, blind individuals with significant secondary handicaps, persons in various types of institutions, people who have been imperfectly or inappropriately served in the past, and individuals whose family circumstances or other personal factors contraindicate their immediate entry into educational or vocational programs.

Services to these types of blind individuals can be extraordinarily cost-effective. Various members of the NCSAB are at this time assisting certain of these previously unreached or unserved categories through special projects and demonstrations authorized in the federal Rehabilitation Act. Those involved with these special projects and demonstrations in my home state, for example, estimate that every time these kinds of services contribute to the deinstitutionalization of a visually disabled individual--or preclude the need for the visually disabled individual to be admitted into a governmentally-supported institution in the first place--the annual tax savings for each such individual is in excess of $10,000 annually. Let me emphasize, Mr. Chairman, that this $10,000 figure represents the annual, recurring savings on each such case, not the total savings of public funds during the remaining lifetime of each person involved. We think that it can--and will--be demonstrated that the cost-benefit ratio on other services, provided to give certain types of blind individuals a greater capacity for independent living, will be equally impressive.

There is no economy or efficiency in expending educational appropriations on a blind child or youth who cannot derive significant academic benefits from classroom experience because of being deprived of the compensatory skills this proposed legislation would allow the NCSAB membership to provide on a more adequate basis. Our gross national product is not enhanced when we deny services to a blind person who requires constant personal attention by another family member--another family member who could enter the employment market if agencies for the blind could help the homebound blind person acquire adequate capacity for independent living. And there is neither economy nor humanity in having aged blind individuals confined to nursing homes when they would rather be home with their loved ones--and could in fact be contributing significantly to the operation of their family households if given appropriate services.

The kinds of situations I have just described are not hypothetical or exceptional. Staff of the NCSAB's membership encounter precisely these types of cases each day and in every state. They know how to serve cases of the type I have described. To the extent that pertinent resources for being responsive to the needs of these people exist, most of those specialized resources are in state agencies for the blind and in cooperating nonprofit private agencies for the blind. What is needed is authority to use the knowledge, tools and facilities already in existence and a special federal commitment toward the strengthening and improvement of these resources. The bill before this Subcommittee provides that authority and makes that commitment.

Mr. Chairman, in the decades which have passed since congressional approval of those three legislative milestones in this field that I referred to earlier, there has been more than simply growth in work for the blind. There also has been a systematic and progressive development of the state of this field's service art.

There have been profound advances in the medical and ophthalmic technology utilized by this field. The past three decades have seen enormous advances in scientific achievement, parts of which need to be made more transferable to services for the blind. There has been an explosion of psychological and social knowledge. New and innovative methods of extending services more effectively have been tested and have been demonstrated to be sound. But the high potential which these encouraging developments have for actually bringing about material improvements in the daily lives of most blind Americans is only being marginally exploited.

In this field we have noted many potentially significant developments in recent years: constant improvements in the capability of low vision optical aid services to improve the use of residual vision; new telesensory systems; vast openings of new communication possibilities through the establishment of radio reading services using special FM sub-frequency channels; compressed speech; computerized Braille; electronic devices to enhance mobility capabilities of the blind; occupational engineering that allows particular job stations to be modified for blind employees; improvements in tactual materials; methodologies for improved advocacy of the blind; etc.

Unfortunately, those situations or locales, in which developments of this type are utilized with a high degree of effectiveness, are so isolated as to continue to command considerable coverage in the literature of this field. We submit that it ought to be the other way around. The effective application of the most advanced medical technology, scientific achievement, and psychological and social knowledge to lessen the problems of blindness should be so commonplace that those situations or locales in which this does not happen are what is isolated--and what are selected for coverage in the literature of this field.

There are, however, basic reasons why gains in relevant knowledge and scientific advances do not impact more pervasively and more beneficially upon the daily lives of more blind individuals. Resources available to state agencies for the blind are already too limited to enable such agencies to carry out the more limited mission currently defined for most such agencies. The demands made upon most agencies for the blind to try simply to be responsive to the more elementary needs of those persons regarded as eligible for services are so enormous that little is left for trying to exert substantial initiative to improve the basic relevance and quality of services provided. The cost of incorporating many of these advances into routine patterns of services is frequently prohibitive for most agencies for the blind.

In our estimation, this bill would effectively address these problems and limitations in several ways. The bill would tend to promote greater capability for more effective national assistance in the kind of areas I have described. It would provide agencies for the blind with badly needed new resources. It would increase the number of visually disabled persons regarded as eligible for special services, thereby reducing the per unit cost of new, specialized and sophisticated services.

IV.

Suggestions for Possible Improvements on the Bill

The NCSAB's Executive Board met in Atlanta, Georgia, this past month. At this meeting, the need for national legislation to establish a basis for more comprehensive services to all blind Americans was discussed at length. I was asked to convey to this Subcommittee certain suggestions on behalf of the NCSAB's Executive Board.

Basically, these suggestions relate to the following items: accountability; integrity of service effort; identity of service delivery mechanisms; more adequate advocacy; and improved coordination. Each of these items is part of an equation which has as its product a requirement that separate, specialized, and identifiable service units exist to carry out programs for the blind.

Mr.Chairman, all of the available evidence abundantly--indeed, overwhelmingly--leads to the inescapable conclusion that blind persons are served most effectively and most efficiently when the responsiblity for services to this population is placed with organizations solely and exclusively concerned with being responsive to the needs of the visually disabled. There is, of course, much sophistic and highly academic theory to the contrary. Notwithstanding this, the hard evidence--which I expect will be more fully developed by the testimony of others during these hearings--does not support the empty theories of those who maintain that the blind can effectively be served as part of a generalized service effort undertaken in behalf of a broader population. Nowhere has such a result ever been effectively and efficiently accomplished over any sustained period of time, nor will it ever be. In terms of the bill before this Subcommittee, this is one of the ultimate facts and one of the operative principles.

This is why work for the blind came into being in the first place, and it is fundamentally the reason why work for the blind continues to remain in existence.

Effectiveness in services for the blind requires a number of essential factors and elements. Paramount among these is a requirement that the service delivery apparatus be directed, managed and operated by people who get up in the morning knowing that their main responsibility throughout the day will be to meet the needs of blind individuals--doing this as effectively as possible and without allowing this service effort to be diluted by trying to meet the unrelated internal needs of large bureaucratic organizations or the needs of individuals with problems entirely different from those problems which blindess presents.

This requires that programs and services for the blind be separate and distinct from other types of human services. It may not necessarily require that the programs and services for the blind be totally divorced from all other human service endeavors. It certainly does not require that programs and services for the blind be unaware of what is going on in other areas of human services, uncommunicative with people in other human service efforts, and unwilling to cooperate in the broader effort.

But it does mean that in every state (and ideally, within each geographical region of each state), the unit responsible for providing services to the visually disabled be organized and actually operated in a manner such that certain factors and conditions come into existence:

--Accountability has to be clearly pinpointed, not blurred. Opportunities for buck-passing need to be minimized, if not completely eliminated. When the services delivery system starts to malfunction, both recipients of services and elected public officials have a right to know precisely where responsibility is placed.

--The integrity of the service effort must be preserved by making the effective provision of meaningful services to the visually disabled the sole focus of that service effort.

--The service unit needs to have enough identity and visibility to facilitate access to the system by the visually disabled, contacts by referral sources, and recognition by other organizations whose cooperation and assistance are conducive to efficient operation.

--The service unit must be organized in a way which allows advocacy functions to be effectively discharged on behalf of the handicapped. There are a number of dimensions to this advocacy role. It involves the capability to advocate the interests of the visually disabled when decisions are being made about the allocation of a state's or a community's resources. This advocacy function encompasses the effective dissemination of information which tends to promote public understanding and acceptance of the visually disabled. It means, among other things, that the service unit has to have enough stature to be able to assure that when a visually disabled person is referred to some other organization for services, e.g., a public school system, there will be timely acceptance and positive follow-through on the referral by the other organization.

While we believe that the bill currently under consideration recognizes most of this, particularly in Sections 4 and 7 of the original draft, the NCSAB feels obligated to call to the attention of this Subcommittee the fact that because of ill-considered and inadequately evaluated forces and trends at play in various places, the specialization and impact of services for the blind are being greatly eroded, diminished and deteriorated. Our Executive Board, therefore, joins others who are vitally interested in bringing about lasting improvements in work for the blind and suggests that the bill provide specific encouragement and incentive for the establishment of adequate services delivery systems for the blind.

Our specific suggestion, Mr. Chairman, is that the federal share of those costs of administration, advocacy, positive referral, and effective follow-up required in order for effective programs for the blind to exist be established at a higher level than the percentage of federal financial participation in the costs of basic and direct services to disabled individuals. We suggest that, ideally, federal financial participation in the costs of administration, advocacy, positive referral and follow-up services should be 100 percent and that, minimally, consideration should be given to establishing federal participation in these expenses at the level of 90 percent.

V.

Conclusion

In summary, our review of the proposal for legislation to provide for more comprehensive services for the blind leaves us not only encouraged but also enthusiastic. The draft bill represents a good and necessary beginning--a truly meaningful step toward major improvements in services for a small segment of our nation's citizens whose unique and special needs have been ignored or inappropriately responded to for all too many generations.

Permit me to conclude these remarks by telling about a personal experience which raises a question I think needs to be responded to by anyone who would oppose the proposal which this Subcommittee is now considering.

In the late Sixties, I was present when most of the elected leadership of the NCSAB met with Mary Switzer to discuss the need for more concerted services for the blind. The sincere interest of the late Mary Switzer throughout her long and exemplary career was, as we all know, beyond question--she cared, and her commitment toward the goal of improving the daily lives of all blind and other severely handicapped individuals continues to be beyond question.

At that time, the Social and Rehabilitation Services had just been established within the Department of Health, Education and Welfare. The vocational rehabilitation program had been made a part of the new Social and Rehabilitation Services with Miss Switzer having been designated the first administrator of the new agency. The concept of human services integration was very much in vogue. The official word throughout the land was that this newly created Social and Rehabilitation Services would soon prove to be the mechanism for effectively eliminating gaps and voids in services.

We approached Miss Switzer about the kinds of problems and deficiencies in work for the blind that I have discussed in my testimony today. We discussed the statutes authorizing the various programs included in the new Social and Rehabiliation Services and pointed out that, as a matter of law, blind individuals were as entitled to services under all of these various programs as anyone else, but that, in point of fact, none of the Social and Rehabilitation Services programs were impacting very significantly upon the lives of blind individuals other than the state-federal program of vocational rehabilitation.

Miss Switzer was attentive. She was interested and empathetic. She had for many years been well informed about the special problems of blindness and the necessity of addressing those problems through specialized service programs.

After a while, she became enthusiastic. It was noted that the blind, apart from the problem of visual disability, basically reflected in microcosm all of the other kinds of social, economic educational, cultural and other human problems with which the new Social and Rehabilitation Services was to deal. There was lofty discussion about using our proposal for concerted services to the blind as the basic vehicle for demonstrating the viability of the entire Social and Rehabilitation Services concept. Miss Switzer made a personal commitment to assist in this effort and to obtain necessary cooperation from others throughout her new agency.

Much time was subsequently spent on this. Miss Switzer's basic commitment was never retracted.

But, Mr. Chairman, nothing ever came of it. Tens of thousands of Americans became blind before Congress took decisive action in 1973 to get the rehabilitation program out of the Social and Rehabilitation Services. Thousands of blind Americans died without ever experiencing any of those benefits and advantages which were allegedly going to materialize as a result of the Social and Rehabilitation Services being established.

The reasons why nothing happened are undoubtedly numerous and complex. I shall not impose further upon your time by belaboring an issue which has already been thoroughly examined in proceedings before this Subcommittee. For the purposes of this hearing, it seems to me that the salient point is simply this: nothing happened.

My question, Mr. Chairman, is this: if a person of Mary Switzer's reputation, competence, commitment, and ability could not make comprehensive services for blind Americans a reality at a time when she presumably was vested with all of the formal authority required for this, how then are administrators of state agencies for the blind to make it happen for blind individuals in the various states?

The answer, Mr. Chairman, is that we cannot. We have tried long and hard to tap into all of these other federally supported programs in order to bring more comprehensive services to larger numbers of blind citizens throughout this country. The effort has not been successful. The administrative complexities and costs of the effort are disproportionate to the limited number of additional service benefits we have been able to stimulate for the people we want to serve better than what we currently are able to do with what we have to work with.

Mary Switzer made the effort too, and we will always appreciate that. But she was not any more successful than anyone else in trying to develop improved and more comprehensive services for the blind through programs and services authorized under existing federal legislation.

And, when she made that effort, Mary Switzer had a lot more going for her than most administrators of state agencies for the blind do at this time.

That is why we are here today, Mr. Chairman. Comprehensive services for blind Americans cannot through administrative action any more become a reality at the state level than at the federal level. Congressional action is required. It will take legislation of the kind proposed in the bill now before this Subcommittee to assure that the needs of blind citizens of this country are more adequately met.

Mr. Chairman, I thank you and the members of this Subcommittee for your interest, for your consideration, and for your time.

* * *

Attachment

NATIONAL COUNCIL / **of State Agencies for the Blind, Inc.**

A NON-PROFIT ORGANIZATION OF STATE SERVICE PROGRAMS
FOR THE PREVENTION AND AMELIORATION OF BLINDNESS

President
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Portland, Oregon

Immediate Past President
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Austin, Texas

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Little Rock, Arkansas

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General Counsel
CHARLES W. HOEHNE
Austin, Texas

STATEMENT OF NATIONAL COUNCIL OF STATE AGENCIES FOR THE BLIND TO SENATE SUBCOMMITTEE ON THE HANDICAPPED IN RELATION TO OVERSIGHT HEARINGS ON REHABILITATION

February 26, 1976

Mr. Chairman and Members of This Subcommittee:

The president of the National Council of State Agencies for the Blind, Mr. Robert L. Pogorelc of Oregon, has asked me to provide testimony summarizing the special concerns and views of our organization's membership on issues considered during your oversight hearings on rehabilitation programs. I am honored by the assignment and I appreciate this subcommittee's interest and concern.

I.

Identification

For purposes of personal identification, my name is Charles W. Hoehne. My usual employment is with the State Commission for the Blind in Texas, and my business mailing address there is 800 City Bank, Austin, Texas 78701. For a number of years, it has been my pleasure to serve as general counsel for the NCSAB, and I offer this testimony in that capacity.

For purposes of organizational identification, the National Council of State Agencies for the Blind is an organization composed of those state service programs involved in prevention of blindness, the provision of vocational rehabilitation services to the visually disabled, and related services to eligible individuals. In general, the various agencies comprising the membership of the NCSAB also are the state agencies designated as "state licensing agencies" for the purpose of administering the Randolph-Sheppard Vending Facility Program for the blind. Our membership has in recent years included agencies from all fifty states, the District of Columbia, and the territorial possessions of the United States.

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II.

Concurrence with Testimony of CSAVR

In this testimony, Mr. Chairman, I shall not belabor issues which have already been adequately addressed in these oversight hearings and on which other organizations have already expressed views and positions generally endorsed, supported and concurred in by the NCSAB. Instead, my objective simply is to summarize the unique problems and special concerns of our membership, and to review those positions which the NCSAB has from time to time assumed with respect to such problems and concerns.

As to the basic vocational rehabilitation services authorized and provided pursuant to the federal Rehabilitation Act, the usual duties and responsibilities of state agencies for the blind are such that we necessarily share in the concerns and views expressed to this Subcommittee by our colleagues in the Council of State Administrators of Vocational Rehabilitation. As you know, Mr. Chairman, the NCSAB's president, Mr. Pogorelc, has previously appeared during these oversight hearings, serving as a member of a CSAVR panel providing testimony to this Subcommittee. The NCSAB's president took that action for the specific purpose of evidencing our organization's affirmation of the position on basic vocational rehabilitation services as expressed earlier this week by those representing the CSAVR.

III.

NCSAB's Current Service Capabilities in Perspective

Work for the blind does, however, involve special difficulties, exceptional complexities, and unique functional requirements. In order for the NCSAB's membership to be adequately responsive to the aspirations, needs and potential of those individuals who represent the reason why state programs for the blind exist, we wish to emphasize the necessity of giving consideration to points which extend beyond the more fundamental concerns and basic service mandates of our friends and associates within organizations such as the Council of State Administrators of Vocational Rehabilitation.

I would be remiss if I did not preface these comments and remarks with an expression of the NCSAB's continuing appreciation for that empathy, encouragement and understanding so long accorded the blind and other severely handicapped groups by the distinguished Chairman of this Subcommittee.

Four decades ago, a Congressman from West Virginia and a Senator from Texas gave blind Americans new hope and broadened vocational horizons through legislation that has since come to represent a cornerstone in work for the blind, the Randolph-Sheppard Act. The year that legislation was enacted, Mr. Chairman, only two blind Americans were reported as having been successfully rehabilitated under the state-federal program of vocational rehabilitation. In 1936, the blind as a class still were generally considered as "being too severely handicapped to be feasible for vocational rehabilitation."

1938 saw the approval of legislation authorizing the federal government to purchase at fair market prices products manufactured by blind individuals. And in 1943, for the first time in the then twenty-three-year history of the state-federal program of vocational rehabilitation, state agencies became eligible for federal basic support funds under the Vocational Rehabilitation Act.

Mr. Chairman, we submit that on many quite pragmatic levels, the wisdom of the Congress in approving these milestones for the blind and for their service organizations has since been abundantly evidenced. In 1936, two blind Americans were all that were reported as having been successfully rehabilitated under the provisions of existing vocational rehabilitation statutes; this year, notwithstanding unprecedented problems and financial pressures, the membership of our organization should successfully rehabilitate approximately 24,000 visually disabled Americans--and the only problem with such an accomplishment is that it does not show adequate growth over the similar performance of our membership in recent years nor growth and development proportionate to the need and potential our membership knows to exist among unserved or inadequately served individuals throughout the United States.

IV.

Essentiality of Preserving Service Delivery Integrity of Agencies

An equally important result of these legislative milestones has been to assure the kind of duality and diversity in rehabilitation services that has since redounded to the advantage of all handicapped Americans, including most particularly the more severely handicapped. Monolithic human service programs inherently lack the capacity and inclination to develop those levels of specialization and individualization in services required for meeting the needs of severely handicapped individuals in a meaningful way; as current research into omnibus agencies organized for the administration and operation of systems of integrated human services is beginning to reflect--and to reflect without any statistical refutation of a credible nature--the massive bureaucratic structures of "superagencies" are not a viable and cost-effective method for responding to the urgent, complex and individualistic needs of human beings who have the misfortune of being too vulnerable to function effectively in an increasingly demanding society unless first provided pertinent assistance by people whose concern and specialized knowledge allows meaningful service to be provided.

The duality and diversity which Congress has authorized and indeed encouraged in rehabilitation has been good for blind Americans, Mr. Chairman, but it also has been good for all other categories of severe disability. How much of what has evolved from work for the blind is today being effectively translated to services for other severely handicapped groups! Specialized facilities to provide comprehensive personal adjustment to severe disability, specialized facilities to provide sheltered work employment opportunities to severely handicapped persons desiring to sell their products or services to all levels of government, centrally administered retailing programs, the development of clearly identifiable areas of subspecialization within what was a unique field of endeavor to begin with, increasingly sophisticated and systematic effort toward vocational placement, and related concepts or resources for the provision of relevant services are all standard components of the programs today administered by the membership of the NCSAB and cooperating private agencies for the blind. Equally gratifying, however, these methodologies and concepts of effective service delivery are increasingly beginning to characterize rehabilitation services for other individuals with severely handicapping conditions other than blindness.

Duality and diversity, in short, foster a friendly and wholesome competitiveness among service providers. A more effective method of establishing accountability is thereby provided when services are not as adequate as they ought to be. In this process, organizations and individuals responsible for assisting the handicapped establish standards and measures for gauging their relative effectiveness in carrying out defined duties and responsibilities. Decisions tend to get made at points closest to the actual point of human problems. Individual and organizational perceptions of essential mission become less diluted. Creativity and innovativeness is fostered. It is in such an environment, Mr. Chairman, that work for the blind and rehabilitation in general flourish and attain maximum levels of effectiveness and impact. It is this kind of environment, though, that is so greatly threatened by the effort sometimes made in isolated states to politicize rehabilitation and other human service programs. It is the preservation and improvement of the kind of environment in which rehabilitation services are provided, Mr. Chairman, that quite possibly represents the single most important contribution Congress might be able to make toward additional improvements in the lives of severely handicapped Americans.

V.

National Orientation of Services for the Blind

The blind are a minority within a minority. In a world designed by and for the sighted, blindness is an especially devastating disability but as the work of our organization's membership demonstrates daily, if the right kinds of services are provided in a timely manner and on an effective basis, blindness also is one of the more remedial disabilities.

The vision of those who have drafted the federal statutes under which members of the NCSAB function and the special resources made possible by those statutes are of preeminent importance to current and future effort to provide appropriate services to blind individuals in a timely and effective manner. The minuteness of our client population in relation to the massive numbers of other individuals currently eligible for special services through assorted public programs, coupled with the high level of specialization required for effectiveness in services to the blind, necessitate that certain problems be addressed and that various specialized resource needs be met primarily on a national basis.

Few states, for example, have the capability to develop and support academic programs for the preparation of orientation and mobility staff or rehabilitation teachers; these manpower needs are more effectively met through programs of national scope--stimulated, supported and developed with special long-term training funds available under the Rehabilitation Act. Similarly, in many instances it is more practicable for state agencies for the blind to undertake short-term training services on a regional or national basis in order to keep currently employed staff abreast of improvements in the state of the art--and, again, the most effective way for accomplishing this is primarily through the benefit of federal support made available under the training provisions of the Rehabilitation Act. In a similar vein, we have found over the years that research and demonstration activities, special projects, and even specialized areas of program emphasis such as services for the deaf-blind are most adequately conducted and most rapidly assimilated into the usual methodologies of work for the blind if undertaken with a strong national orientation. As another example, few state programs for the blind could realistically develop and maintain an adequate capability for dealing with large federal agencies on the knotty problems and differences routinely arising under the Randolph-Sheppard Act. As specialized placement services for the blind become increasingly sophisticated, we shall undoubtedly observe the greater development of facilities providing intensive and highly specialized vocational skills training to clients coming to such facilities not from any one particular state, but from many states.

For the purposes of these hearings, two conclusions may be drawn from the comments I have made about the national orientation of work for the blind and the inherent impracticality of most states' attempting to develop within their own boundaries all of the specialized services required for serving their respective clienteles on an effective basis and with desired levels of quality and impact in those services.

VI.

Contributions of Federal Program Representatives

First, if a need for strong national leadership is demonstrated and stipulated, it seems to us to be essential that the small cadre of able, informed and dedicated staff with whom our membership currently works within the federal government be preserved, built upon, and given the freedom to do their jobs effectively and unencumbered by unnecessary bureaucratic procedures. Much criticism is in current political rhetoric directed to the federal bureaucracy. Our membership does not purport to be competent to evaluate the merit of that criticism in relation to federal employees generally, but we are thoroughly familiar with the performance, productivity and ability of the handful of Rehabilitation Services Administration staff with whom we do work routinely. From such staff, Mr. Chairman, the taxpayers of this country realize considerably more than value received for salaries paid. Two people within the Rehabilitation Services Administration are primarily responsible for handling, in addition to other incidental assignments, federal training funds currently approved at more than $22,000,000. It is remarkable that two people can give agencies for the blind time and assistance in carrying out training activities pertinent to the needs of work for the blind, but they do so and they do so effectively. As this Subcommittee is aware, staffing improvements authorized for the Office for the Blind and Visually Handicapped by P. L. 93-516 have not to date materialized. While the lack of a reasonable amount of manpower within OBVH undoubtedly accounts for some of the delay experienced in implementing legislation such as the Randolph-Sheppard Act Amendments, OBVH staff nevertheless continue to find the time to assist members of the NCSAB with the numerous problems constantly brought to the attention of that office. The effectiveness of OBVH in assisting agencies for the blind with various problems involved in the routine provision of services to blind Americans too frequently is not appropriately recognized by individuals other than those immediately involved with specific matters brought to OBVH. The effort of these program representatives within the Rehabilitation Services Administration goes considerably beyond the normal requirements of duty, we acknowledge for the record our appreciation of that effort, and we are encouraged to hear that some of the OBVH staffing improvements approved in P. L. 93-516 have apparently been scheduled for implementation at an early date.

VII.

Interaction with Other Organizations

The second point of my comments about the necessity of work for the blind continuing adequately to represent a unified and concerted national undertaking is that we feel that public and private agencies should be given explicit encouragement to provide services through cooperative arrangements which may well, in instances requiring a high degree of specialization and intensiveness being brought to bear for the benefit of certain types of blind individuals, transcend state or even regional boundaries. Much of this encouragement undoubtedly can be provided administratively. Various methods for carrying out this kind of cooperation already exist and may be extended upon. To the extent, however, that it is determined that current administrative authority is inadequate for fostering the development and cooperative utilization of highly specialized resources for this field, consideration should be given to changes in currently applicable statutes.

Up to this point, Mr. Chairman, my comments have been confined to the accomplishments, concerns and needs of our membership and its clientele in terms of service activities currently being conducted within the scope of the authority of existing federal statutes. I should like now to summarize positions which the NCSAB has taken concerning the need for a broadening of the services authorized by current federal statutes.

VIII.
Evolutionary Condition of Services for the Blind

The kinds of cases being daily encountered by state agencies for the blind and the things many of these applicants are managing to accomplish when provided with proper services has led to a changing perception of the basic mission and role of a state agency for the blind. Under current guidelines, blindness per se is regarded, and most appropriately so, as representing one of the more seriously handicapping disabilities. The Rehabilitation Act, of course, places its emphasis upon priority services to the severely handicapped. Attentiveness to the mandated priority of the Rehabilitation Act and the constantly evolving development of new knowledge and service methodologies, however, makes state agencies increasingly aware of the fact that different types of blind clients are effectively served with varying degrees of difficulty, complexity and cost. Medical science today saves and prolongs the lives of many who might not have survived in an earlier era. And until recently, the capacity of medical science to preserve and prolong life has too frequently seemed to surpass the capability of service programs to make those lives more meaningful and useful for the people involved.

Much room for progress and improvement exists--just as in 1936 much room existed for progress and improvement in services for the kinds of individuals then looking to agencies for the blind for assistance. But the reality of services for the blind is that agencies are increasingly finding themselves responding to the needs of individuals who a decade or even a few short years ago were thought to be so severely handicapped that no benefits could be derived from rehabilitation services: the deaf-blind; the elderly blind; and individuals whose blindness is complicated by the debilitations of one or more secondary handicaps.

Special provisions of the Rehabilitation Act which emphasize services to the most severely handicapped, which authorize special projects and studies for meeting the needs of handicapped individuals for whom vocational goals are not feasible or necessary, which emphasize the inclusion of new knowledge and scientific advancement into established service patterns, and which call for studies and experiments focusing on long neglected problem areas are doing much to expand the parameters of rehabilitation and the horizons available to those for whom rehabilitation programs ought to exist. Until effort is made toward comprehensive amendment of the Rehabilitation Act, we urge that the Congress give continued emphasis and adequate support to these special provisions of the current Act.

Pending those comprehensive amendments, we come increasingly to the realization that it is rarely the case that a client is "too handicapped to be feasible for rehabilitation;" more often, it is a lack of knowledge, sophisticated methodology, and appropriate resources which tends to render the rehabilitation program too limited to be immediately adequate to the complex and exceptional needs of an agency's most catastrophically handicapped cases.

IX.

Need for Improved Measurements of Service Outcomes

Increasingly, too, we come to the realization that failure in services should not necessarily be denoted if a client does not proceed to vocational placement following the provision of rehabilitation services. If an individual's visual handicap is additionally compounded by the debilitations of age or one or more secondary disabilities, this does not mean that vocational goals should not be considered and in fact vigorously pursued. However, if both the agency and the severely handicapped client have exerted their best efforts throughout the rehabilitation process, the fact that the rehabilitation services do not culminate in remunerative employment for the client should not necessarily be taken as being indicative of a poor investment of available resources. Most especially is this true if the services to such a client have resulted in a reduction of that client's dependency upon others and an improved capability for personal independence and self-care. In many cases, rehabilitation services which simply reduce dependency have the positive and cost-effective consequences of reducing or eliminating the public expense of the client's institutionalization or of affording a member of the severely handicapped client's family the opportunity to accept remunerative employment. In many such cases, the returns accruing from the investment of rehabilitation resources may well exceed the returns on handicapped individuals who do achieve vocational placement.

Some members of the NCSAB report that perhaps half of the blind individuals looking to their state agencies for assistance in overcoming the disabling consequences of serious visual loss cannot be served under the current provisions of the federal Rehabilitation Act or can only be served to a limited extent if the agency is prepared to stretch its authority to the outermost limits.

X.

Need for Comprehensive Rehabilitation Services for the Blind

The situation of our nation's elderly blind, of visually handicapped individuals too frequently relegated to mental institutions because of the unavailability of acceptable alternatives, of blind children desiring to be educated in the public schools, and of other individuals whose blindness could be prevented through early detection and adequate intervention represents a matter which the NCSAB regards as unconscionable. It is a situation that cries out for responsive treatment and remedial action. And it represents, in our best judgment, a situation that can be abated at considerably less cost than the inevitable waste and expense of allowing the situation to be ignored.

Mr. Chairman, during the latter part of the Sixties, the NCSAB went on record as favoring truly comprehensive services for all individuals who look to state agencies for the blind for assistance in overcoming the limitations of their handicaps. Programmatic insights obtained in the years since the NCSAB first adopted its position on comprehensive services have only served to affirm the soundness and the necessity of the position previously taken.

On two separate occasions, the Congress has approved new titles for the Rehabilitation Act expressly authorizing state agencies to meet the needs of handicapped individuals for whom a vocational goal is not possible or feasible. Except for former President Nixon's vetoes of that legislation, tens of thousands of this nation's most catastrophically handicapped citizens would today be enjoying more meaningful and less tenuous existences.

For the record, therefore, the NCSAB once more endorses the concept of comprehensive rehabilitation services of a type which would expressly authorize--and separately fund--services to individuals determined to be without vocational potential. For the blind, the reality is that such services either will be provided by agencies for the blind with benefit of federal support under the Rehabilitation Act--or else the services will not be provided at all. Universally, that is the state experience being reported back to the NCSAB by its membership.

XI.
Coordination with Special Education

We have noted with encouragement the recent approval of the Education for All Handicapped Children Act. The resources, special competencies and service commitments of the NCSAB membership are such that this Subcommittee can be assured of our willingness to cooperate wholeheartedly in the implementation of that far-reaching legislation as it relates to blind or visually handicapped children. We urge that, as part of any future consideration of authority for comprehensive rehabilitation services, rehabilitation agencies and educational programs be given maximum encouragement and flexibility to interface and cooperate. It is particularly important, in the area of services for the blind, that the thrust of effort to implement new special education legislation build upon and utilize pertinent resources already available within the various states and regions, rather than attempting costly and unnecessary replications of existing resources. To the extent that these interests and objectives can be advanced at this time by simple administrative action at the state or federal levels, our willingness to participate in that administrative action is stipulated.

The federal Rehabilitation Act has been and continues to be the backbone of work for the blind. As has been previously suggested in this statement, however, statutes such as the Randolph-Sheppard Act and the Wagner-O'Day Act have been of enormous importance in the development of the larger body of specialized resources and services that we currently refer to as "work for the blind." For that reason, discussion within the NCSAB is frequently directed toward the possibility of refining statutes other than the Rehabilitation Act for the purpose of effecting improvements in the daily lives of blind Americans.

XII.
Nondiscrimination and Affirmative Action Affecting Services for the Blind

For example, while the NCSAB heartily agrees with the policies of nondiscrimination and affirmative action in employment of the handicapped, as provided for in Sections 501 and 504 of the current Rehabilitation Act, some state agencies feel that additional strengthening of these provisions should be seriously considered. The further suggestion has been frequently made that it might be appropriate to consider adding the blind and other handicapped groups to those minorities currently protected by the federal legislation solely and exclusively concerned with civil rights.

XIII.
Incentives for Employment of the Blind

At the last national meeting of the NCSAB, it was noted that precedent already exists in certain programs outside of rehabilitation services for providing incentives for employers to provide job opportunities to individuals deemed to be from various underemployed groups. A motion placing the NCSAB on record as favoring consideration of some sort of incentive system to encourage employers to provide employment opportunities for blind and other severely handicapped individuals was approved by the NCSAB's full membership.

XIV.
Randolph-Sheppard Program in Relation to the Rehabilitation Act

With the enactment of P. L. 93-516, a high degree of correlation between vocational rehabilitation services and the Randolph-Sheppard Vending Facility Program was established. Resources available to NCSAB members under the Rehabilitation Act currently represent the main source of support for improving, expanding and carrying out those vending facility programs provided in all states for blind individuals desiring to enter this particular vocation. Because, however, of the inflationary pressures to which general rehabilitation agencies and state agencies for the blind have been subjected in recent years, because of a general increase in applications for services in a troubled economy, and because of the most appropriate emphasis placed upon prioritized services to the more severely handicapped clients, difficult decisions are having to be made in virtually every state concerning the amount of rehabilitation resources to be invested on what is unquestionably a showcase program for rehabilitation, the Randolph-Sheppard Vending Facility Program for the Blind.

The severity of the service delivery capabilities of the states has already been addressed by our colleagues in the CSAVR. At this time, the NCSAB would simply add that the seriousness of current financing of rehabilitation services is such that it becomes highly doubtful that goals and objectives mentioned in the Randolph-Sheppard Act Amendments of 1974 will achieve full fruition within the desired period of time following the approval of those Amendments. It is, however, noted that the Randolph-Sheppard Act contains authority for appropriations to carry out the purposes of that Act. It is suggested that difficult decisions--with resultant indecision and inaction--could be minimized insofar as the responsibilities of state licensing agencies are concerned, through the expedient of separate appropriations to carry out the purposes of the Randolph-Sheppard Act.

XV.

NCSAB Members as R & D Mechanisms

The members of the NCSAB are acutely aware of the difficulties, deficits and austerity confronting so many levels of government at the current time. Were things less difficult, however, when milestone legislation was previously approved for the blind in 1936, 1938, and 1943? And is the general situation of which these fiscal difficulties are symptomatic relieved by inadequate support of services which demonstrably tend to make individuals less dependent?

Perhaps the deliberations of this Subcommittee will lead to the conclusion that this is not the hour for the approval of new and untested programs involving a major and costly expansion of the current dimensions of rehabilitation effort in the United States. Can we ever afford not to have a certain amount of experimentation, however, to determine how rehabilitation services may be made more responsive to the needs of severely handicapped individuals and a more cost-effective proposition for the taxpayers of the nation?

Within the total population of handicapped individuals who are or who ought to be regarded as eligible for rehabilitation services, the NCSAB's clientele represents a small component and one that lends itself to the development and demonstration of new and improved methods of service. The blind, of course, do present unique service problems requiring the application of special skills and exceptional methodologies. Once the capability for addressing the unique limitations associated with visual deprivation exists, as it does today, though, the blind are essentially a basic cross section of the broader population, reflecting in microcosm all of the characteristics, concerns, and aspirations generally found among other handicapped groups.

If, therefore, work for the blind, as conducted and cooperated in by the membership of the NCSAB can serve as a convenient mechanism for the development, demonstration and evaluation of new and improved concepts and methodologies of service which can then be extended to other disability categories after having been proven sound and meritorious, the members of the NCSAB continue to be willing to undertake those responsibilities associated with that kind of research and demonstration effort.

XVI.

Conclusion

The NCSAB's membership is in the business of providing specialized services to meet the unique needs of individuals with exceptional problems. The utilization of specialized facilities, the application of the perceptions of what has grown to be a distinct professional acumen, and the intensive provision of a broad array of highly individualized services tailored to the objectively identified needs of particular clients is critical to the success of our business, but there is an even more critically vital aspect to our work.

For beyond the tangible components of our services, Mr. Chairman, there is an intangible element which is perhaps of overriding importance to the final effectiveness of our effort in working with particular individuals. At its most fundamental level, work for the blind as practiced and participated in by the members of the NCSAB is in the business of selling such commodities as aspiration, hope, confidence and motivation to individuals who have had the misfortune of sustaining a disabling visual loss. Our product mix has to include a certain amount of inspiration and for our membership to sell such products as inspiration and confidence effectively, they must themselves know what they are trying to sell.

We are in this connection, Mr. Chairman, deeply indebted to you for your personal interest, understanding, and support at this time and over these past decades. The NCSAB is equally appreciative of the empathy and sensitivity accorded state agencies and their clientele by the other distinguished members of this Subcommittee. Your careful consideration of the compelling needs of severely handicapped Americans and your previous assessment of proposals such as we have made for meeting those needs has resulted in the approval of measures which would today be operating programmatic realities had it not been for the unfortunate and presumably uninformed vetoes of the former President. Whatever future improvements might be determined as feasible in rehabilitation services, please know that your empathy, understanding and support does help us to understand better parts of the products state agencies for the blind offer in the normal course of their business.

Again, we thank you for the opportunity to present this statement for your consideration.

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STATE OF DELAWARE
DIVISION OF SOCIAL SERVICES
BUREAU FOR THE VISUALLY IMPAIRED
305 WEST EIGHTH STREET
WILMINGTON, DELAWARE 19801

NORMAN BALOT
ADMINISTRATOR

PHONE (302) 571-3333

February 17, 1977

FEB 10 1977

The Honorable Jennings Randolph
Senate Office Building
United States Senate
Washington, D. C. 20510

Sir:

Since it is not likely at this late date that I can be scheduled to offer testimony at the Sub-Committee on the Handicapped Hearings connected with Comprehensive Legislation for the Blind, I would very much appreciate your introducing into the records of these hearings the attached statement. I look forward to attending the hearings scheduled on February 24 and 25, 1977.

Sincerely,

Norman Balot
Norman Balot
Administrator

CC: Senator Biden
    Senator Roth
    Congressman Evans
    Mr. James Gashel, Nat'l Fed. of the Blind

Mr. Chairman:

As the Administrator of Delaware's Bureau for the Visually Impaired and a blind person myself, I am privileged to comment favorably on the Comprehensive Services to the Blind Legislation which is currently undergoing review by the Senate Sub-committee on the Handicapped. Those of us who have been involved in work with and on behalf of blind persons are familiar with your outstanding record in regard to initiating and supporting effective programs for blind persons throughout the United States. The Comprehensive Legislation for the Blind measure is simply another example of your interest in promoting progressive quality services to visually handicapped persons.

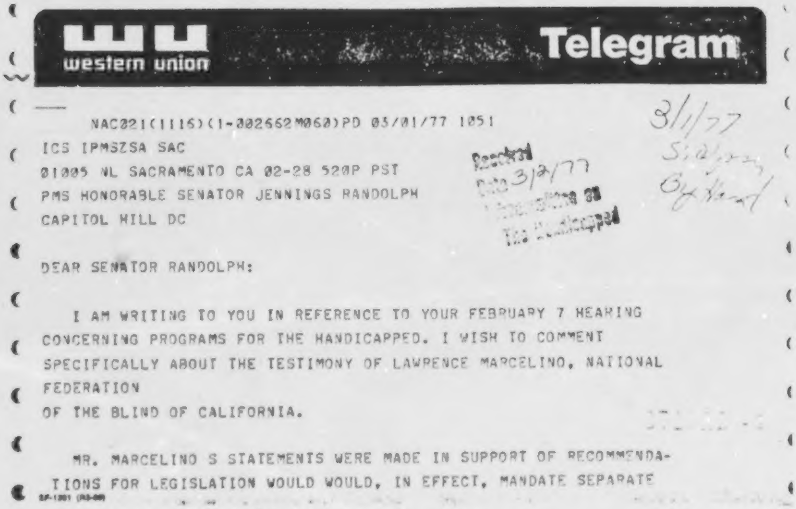
A basic tenant of this Legislation is directly related to serious difficulties in which State programs for the blind have become enmeshed of late; namely, the establishment of large umbrella agencies which are supposed to bring about efficiencies in services, but which have done nothing more than dilute and weaken many programs for the blind. The concept of a single multi-service program for blind persons with a full time Director with the right to prepare And present its own budget is a concept which requires a renewed statement, and its wonderful to note this emphasis in your Legislation.

Let me quote briefly from my recent introductory comments to the Joint Finance Committee of the State of Delaware. "My appearance before the Joint Finance Committee may well have its low and high points. But there is one aspect of such an appearance which stands out beyond any decisions to reduce or increase a budget. Our State Government has recognized the need for, and established a separate, distinct service program designed to meet the educational, social service, training and vocational rehabilitation needs of visually handicapped Delawareans. For that Comprehensive Program, and the right to discuss and defend its budget separately, you have the deep appreciation of the Agency Administrator and of the visually handicapped community of this State".

To be sure, the vocational rehabilitation system has offered the handicapped population of this country many needed benefits. As recognized in your new Legislation, however, vocational rehabilitation programs fall short of meeting the needs for quality service to the handicapped population. The Federal Government seems not to have fully recognized a responsibility toward work with families of blind infants, special services and career planning with blind children, prevention of blindness and the special needs of older blind persons to mention only a few. To a great extent, heavy financial burdens have been placed on the States to plan and implement such programs, if in fact such programs exist at all. At this point, Delaware's requirements for State funds which implement such programs in the comprehensive agency for the blind exceed the allotment for vocational rehabilitation services to the Agency. Your Legislation will play an important role in helping to alleviate some of this financial burden along with permitting a needed expansion of services to bring a higher degree of quality into the program.

Let me compliment both you and the National Federation of the Blind for this badly needed important and far reaching piece of Legislation.

Norman Balot
Norman Balot
Administrator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PMS HONORABLE SENATOR JENNINGS RANDOLPH
CAPITOL HILL DC

Received
Date 3/2/77
Subcommittee on
The Handicapped

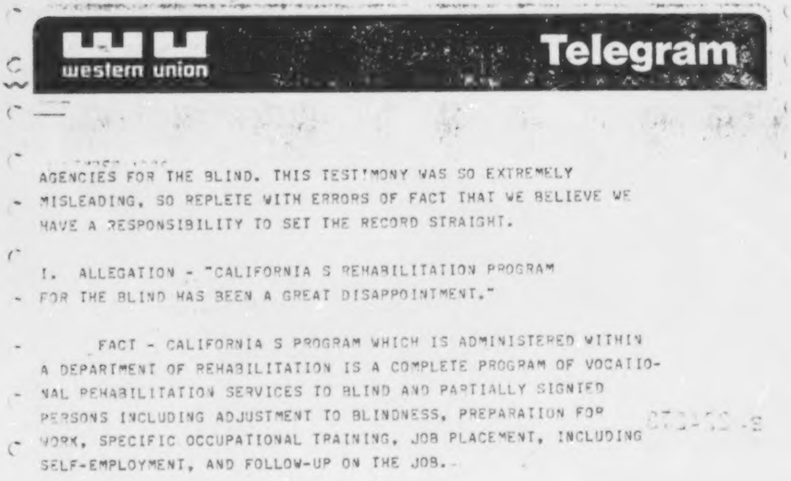
3/1/77
[illegible]

DEAR SENATOR RANDOLPH:

I AM WRITING TO YOU IN REFERENCE TO YOUR FEBRUARY 7 HEARING CONCERNING PROGRAMS FOR THE HANDICAPPED. I WISH TO COMMENT SPECIFICALLY ABOUT THE TESTIMONY OF LAWRENCE MARCELINO, NATIONAL FEDERATION OF THE BLIND OF CALIFORNIA.

MR. MARCELINO S STATEMENTS WERE MADE IN SUPPORT OF RECOMMENDATIONS FOR LEGISLATION WOULD WOULD, IN EFFECT, MANDATE SEPARATE

SF-1201 (R5-69)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AGENCIES FOR THE BLIND. THIS TESTIMONY WAS SO EXTREMELY MISLEADING, SO REPLETE WITH ERRORS OF FACT THAT WE BELIEVE WE HAVE A RESPONSIBILITY TO SET THE RECORD STRAIGHT.

I. ALLEGATION - "CALIFORNIA S REHABILITATION PROGRAM FOR THE BLIND HAS BEEN A GREAT DISAPPOINTMENT."

FACT - CALIFORNIA S PROGRAM WHICH IS ADMINISTERED WITHIN A DEPARTMENT OF REHABILITATION IS A COMPLETE PROGRAM OF VOCATIONAL REHABILITATION SERVICES TO BLIND AND PARTIALLY SIGNIED PERSONS INCLUDING ADJUSTMENT TO BLINDNESS, PREPARATION FOR WORK, SPECIFIC OCCUPATIONAL TRAINING, JOB PLACEMENT, INCLUDING SELF-EMPLOYMENT, AND FOLLOW-UP ON THE JOB.

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THE ESTIMATED BLIND POPULATION OF WORKING AGE IN CALIFORNIA IS 24,900 PERSONS. LAST YEAR ALONE THE DEPARTMENT PROVIDED REHABILITATION SERVICES TO 4,677 BLIND PERSONS AND 3,638 PARTIALLY SIGHTED PERSONS FOR A TOTAL OF 8,315 PERSONS (7 PERCENT OF THE TOTAL NUMBER OF ALL CLIENTS SERVED BY THE DEPARTMENT).

THE DEPARTMENT SPENT 11.5 MILLION DOLLARS ON SERVICES FOR THE BLIND AND PARTIALLY SIGHTED (13 PERCENT OF THE TOTAL DEPARTMENT EXPENDITURES).

CALIFORNIA S ACCOMPLISHMENTS IN REHABILITATING BLIND PERSONS HAS NOT BEEN LOW AT ALL. FOR EXAMPLE, CALIFORNIA REHABILITATES AS MANY BLIND AND PARTIALLY SIGHTED PERSONS

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western union Telegram

AS SEPARATE BLIND COMMISSION PROGRAMS IN OTHER STATES WITH LARGE POPULATIONS SUCH AS NEW YORK AND PENNSYLVANIA.

II. ALLEGATION - REHABILITATION OF THE BLIND HAS "DETERIORATED" UNDER MY ADMINISTRATION.

FACT -QUITE THE CONTRARY, WE HAVE INITIATED THE FOLLOWING IMPROVEMENTS:

1. RECONSTITUTED THE BLIND ADVISORY COMMITTEE TO MAKE IT MORE REPRESENTATIVE OF BLIND PERSONS THROUGHOUT THE STATE.

2. MADE BUDGET PROPOSALS TO STRENGTHEN THE STAFF OF THE BUSINESS ENTERPRISE PROGRAM FOR THE BLIND, HIRED A NEW ADMINISTRATOR OF BEP AND ACCOMPLISHED SIGNIFICANT IMPROVEMENTS

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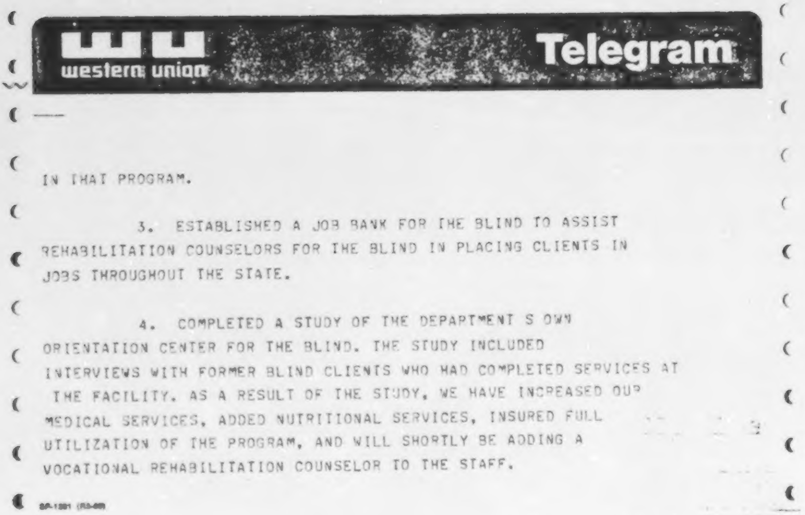
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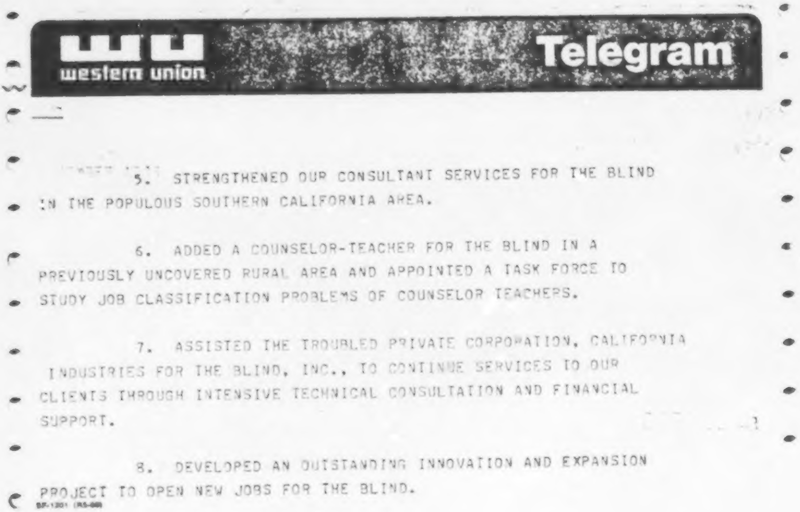
IN THAT PROGRAM.

3. ESTABLISHED A JOB BANK FOR THE BLIND TO ASSIST REHABILITATION COUNSELORS FOR THE BLIND IN PLACING CLIENTS IN JOBS THROUGHOUT THE STATE.

4. COMPLETED A STUDY OF THE DEPARTMENT S OWN ORIENTATION CENTER FOR THE BLIND. THE STUDY INCLUDED INTERVIEWS WITH FORMER BLIND CLIENTS WHO HAD COMPLETED SERVICES AT THE FACILITY. AS A RESULT OF THE STUDY, WE HAVE INCREASED OUR MEDICAL SERVICES, ADDED NUTRITIONAL SERVICES, INSURED FULL UTILIZATION OF THE PROGRAM, AND WILL SHORTLY BE ADDING A VOCATIONAL REHABILITATION COUNSELOR TO THE STAFF.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5. STRENGTHENED OUR CONSULTANT SERVICES FOR THE BLIND IN THE POPULOUS SOUTHERN CALIFORNIA AREA.

6. ADDED A COUNSELOR-TEACHER FOR THE BLIND IN A PREVIOUSLY UNCOVERED RURAL AREA AND APPOINTED A TASK FORCE TO STUDY JOB CLASSIFICATION PROBLEMS OF COUNSELOR TEACHERS.

7. ASSISTED THE TROUBLED PRIVATE CORPORATION, CALIFORNIA INDUSTRIES FOR THE BLIND, INC., TO CONTINUE SERVICES TO OUR CLIENTS THROUGH INTENSIVE TECHNICAL CONSULTATION AND FINANCIAL SUPPORT.

8. DEVELOPED AN OUTSTANDING INNOVATION AND EXPANSION PROJECT TO OPEN NEW JOBS FOR THE BLIND.

9. STRENGTHENED OUR PROGRAM FOR THE DEAF-BLIND BY ASSIGNING OUR COUNSELOR WHO IS DEAF-BLIND TO STATEWIDE RESPONSIBILITIES.

10. CONDUCTED THE FIRST STATEWIDE STAFF TRAINING MEETING OF BLIND SPECIALISTS IN YEARS.

III. ALLEGATION - THE ORIENTATION CENTER FOR THE BLIND FACES DESTRUCTION.

FACT - ABSOLUTELY FALSE. SEE ABOVE. WE HAVE ACTUALLY INCREASED THE BUDGET FOR THIS PROGRAM FOR THE CURRENT YEAR TO $836,000 (AN INCREASE OF OVER $100,000 FROM THE PREVIOUS YEAR S

EXPENDITURES).

IV. ALLEGATION - "THE BUSINESS ENTERPRISE PROGRAM FOR THE BLIND HAS BEEN ROCKET BY SCALDALS..."ETC.

FACT - FALSE. AFTER MONTHS OF INVESTIGATION A NEWSPAPER REPORTER COULD FIND ONLY THAT EQUIPMENT INVESTORY CONTROLS WERE IN NEED OF IMPROVEMENT. HE THEN BUILT A STORY WHICH IMPLIED THAT "MILLIONS OF DOLLARS IN EQUIPMENT" COULD BE MISSING. THE FACT IS THAT THE EQUIPMENT IS IN PLACE IN OUR 313 LOCATIONS. THIS ADMINISTRATION HAD ALREADY DECIDED ON THE NEED TO EFFECT NEW INVENTORY SYSTEMS AND THE REPORTER MADE HIS DISCOVERY FROM THE DEPARTMENT S OWN WORKING DOCUMENTS.

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CALIFORNIA S BUSINESS ENTERPRISE PROGRAM HAS LONG BEEN RECOGNIZED AS THE MODEL PROGRAM OF ITS TYPE BY THE FEDERAL REHABILITATION SERVICES ADMINISTRATION. THE FALLACIOUS CHARGES OF SCANDALS IS A DISSERVICE TO THOSE IN THE PROGRAM.

MR. CHAIRMAN, WE BELIEVE THAT EACH STATE SHOULD DECIDE AS TO THE WISDOM AND FEASBILITY OF SEPARATE SERVICES FOR INDIVIDUAL DISABILITY GROUPS. IN OURSTATE, THE LEGISLATURE HAS TWELVE TIMES REJECTED BILLS FOR A SEPARATE COMMISSION FOR THE FLIND. ONE OF THE MAJOR REASONS FOR THIS IS THAT WE HAVE PROVED THAT WE CAN DEVELOP A SUCCESSFUL PROGRAM OF SERVICES WITHOUT A SEPARATE AGENCY. ENCLOSED IS A FACT SHEET WHICH DESCRIBES THE PROGRAM.

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MR. CHAIRMAN, WE RESPECTFULLY REQUEST THAT THIS LETTER BE ENTERED IN THE RECORD AS A PART OF THE HEARINGS CONCERNING PROGRAMS FOR THE HANDICAPPED.

WE   WE WOULD BE HAPPY TO PROVIDE FURTHER INFORMATION AT THE COMMITTEE S REQUEST.

ENCLOSURE (FACT SHEET)

SF-1201 (R5-69)

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NOVEMBER 1976

FACT SHEET

SERVICES FOR THE BLIND
CALIFORNIA DEPARTMENT OF REHABILITATION

INTRODUCTION

SF-1201 (R5-69)

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- THE STATE DEPARTMENT OF REHBILITATIONS S BASIC PURPOSE IS TO PREPARE DISABLED PERSONS FOR WORK AND TO MOVE THEM INTO SUITABLE EMPLOYMENT. PRIORITY IS GIVEN TO THE SEVERELY DISABLED.

- 120,000 DISABLED PERSONS PER YEAR ARE SERVED THROUGH THE DEPARTMENT S 107 OFFICES THROUGHOUT THE STATE.

- THESE PERSONS ARE ASSISTED THROUGH INDIVIDUALIZED SERVICES INCLUDING MEDICAL DIAGNOSIS AND TREATMENT, TESTING, EVALUATION FOR WORK, COUNSELING, JOB TRAINING, JOB PLACEMENT AND FOLLOW UP.

- LAST YEAR 14,522 PERSONS COMPLETED THEIR REHABILITATION PROGRAMS AND OBTAINED PERMANENT JOBS.

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- 25,414 OTHER DISABLED PERSONS BEGAN NEW PROGRAMS WHICH WILL LEAD TO EMPLOYMENT.

- ALL DISABILITIES ARE SERVED: THE DEAF, BLIND, THE PARALYZED, THOSE DISABLED BY HEART DISEASE, CEREBRAL PALSY, EPILEPSY, MENTAL RETARDATION, AMPUTATIONS, RESPIRATORY DISEASE, MENTAL ILLNESS, AND MANY OTHERS.

- THE DEPARTMENT ALSO DEVELOPS NEW PROGRAMS FOR THE DISABLED IN COMMUNITIES THROUGHOUT THE STATE THROUGH GRANTS AND TECHNICAL ASSISTANCE TO PRIVATE NON-PROFIT GROUPS INCLUDING SELF-HELP ORGANIZATIONS AND LOCAL PUBLIC AGENCIES.

- THE DEPARTMENT IS THE ADVOCATE FOR THE DISABLED AND PROMOTES THE INDEPENDENT FUNCTIONING OF ALL THE DISABLED--BY TAKING ACTION TO REMOVE ARCHITECTURAL AND TRANSPORTATION BARRIERS, BY CONDUCTING A CONTINUOUS PROGRAM OF PUBLIC EDUCATION AND BY COOPERATIVE EFFORTS WITH OTHER PUBLIC AND PRIVATE AGENCIES.

FACTS
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SERVICES FOR THE BLIND
CALIFORNIA DEPARTMENT OF REHABILITATION

- SINCE 1963, THE DEPARTMENT OF REHABILITATION HAS DEVELOPED A COMPLETE PROGRAM OF VOCATIONAL REHABILITATION SERVICES TO BLIND AND PARTIALLY SIGNTED PERSONS INCLUDING ADJUSTMENT TO BLINDNESS, PREPARATION FOR WORK, SPECIFIC OCCUPATIONAL TRAINING, JOB PLACEMENT, INCLUDING SELF-EMPLOYMENT, AND FOLLOW-UP ON THE JOB.

- REHABILITATION SERVICES ARE BASED ON THE NEEDS OF EACH INDIVIDUAL AND INCLUDE MEDICAL DIAGNOSIS, MEDICAL TREATMENT, COUNSELING, TRAVEL TRAINING, INSTRUCTION IN ACTIVITIES OF DAILY LIVING, READER AND DRIVER SERVICES, TESTING, TRAINING FEES, SUPPLIES, TOOLS AND SUPERVISION OF SMALL BUSINESSES (VENDING AND FOOD SERVICE ENTERPRISES).

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- THE TOTAL BLIND POPULATION IN CALIFORNIA IS ESTIMATED AT 52,500. BLINDNESS IS OFTEN A DISEASE OF OLD AGE: APPROXIMATELY 23,800 (OR 45.4 PERCENT) OF THE BLIND POPULATION ARE OVER 65 YEARS OF AGE: ANOTHER 3,800 (7.3 PERCENT) ARE UNDER AGE 16 YEARS. THE ESTIMATED BLIND POPULATION OF WORKING AGE IN CALIFORNIA (16 - 64 YEARS) IS 24,900 OR 47.3 PERCENT OF THE BLIND POPULATION.

- LAST YEAR, THE DEPARTMENT PROVIDED REHABILITATION SERVICES TO 4,677 BLIND PERSONS AND 3,638 PARTIALLY SIGNTED PERSONS FOR A western union **Telegram**

TOTAL OF 8,315 PERSONS (7 PERCENT OF THE TOTAL NUMBER OF ALL CLIENTS SERVED BY THE DEPARTMENT.)

- LAST YEAR THE DEPARTMENT SPENT SOME 11.5 MILLION DOLLARS ON SERVICES TO THE BLIND AND PARTIALLY SIGHTED - 13 PERCENT OF THE TOTAL DEPARTMENT EXPENDITURES ($88 MILLION).

- LAST YEAR, 507 BLIND CLIENTS COMPLETED THEIR REHABILITATION AND WERE PLACED IN PERMANENT JOBS; ANOTHER 455 "PARTIALLY SIGNTED" CLIENTS WERE ALSO REHABILITATED. THE OTHER CLIENTS ARE IN THE PROCESS OF COMPLETING THEIR REHABILITATION PLANS, WHILE ANOTHER 292 BLIND PERSONS CONTINUED TO OPERATE SMALL BUSINESSES IN THE DEPARTMENT S BUSINESS ENTERPRISE PROGRAM.

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- THIS YEAR, THE DEPARTMENT PROJECTS INCREASES IN REHABILITATIONS OF THE BLIND.

- THE DEPARTMENT OPERATES ONE REHABILITATION FACILITY - THE ORIENTATION CENTER FOR THE BLIND IN ALBANY - AND IT IS EXCLUSIVELY FOR THE BLIND.

- THE DEPARTMENT OPERATES A SMALL BUSINESS PROGRAM - THE BUSINESS ENTERPRISE PROGRAM - WHICH IS PRIMARILY FOR THE BLIND, ONLY THE LEGALLY BLIND ARE ELIGIBLE TO BE LICENSED AS VENDING STAND, SNACK BAR AND CAFETERIA OPERATORS IN THIS PROGRAM.

- THE DEPARTMENT PROVIDES COUNSELOR-TEACHER SERVICES ONLY FOR BLIND AND PARTIALLY SIGNTED PERSONS. THIS IS A STATEWIDE

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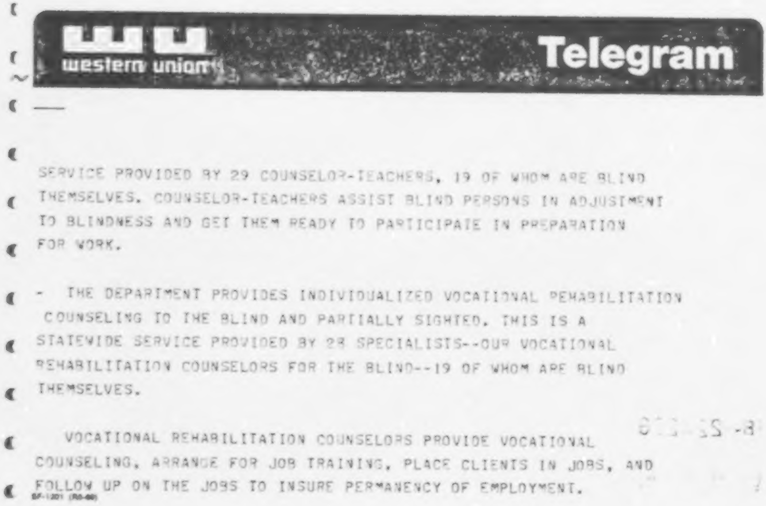

SERVICE PROVIDED BY 29 COUNSELOR-TEACHERS, 19 OF WHOM ARE BLIND THEMSELVES. COUNSELOR-TEACHERS ASSIST BLIND PERSONS IN ADJUSTMENT TO BLINDNESS AND GET THEM READY TO PARTICIPATE IN PREPARATION FOR WORK.

- THE DEPARTMENT PROVIDES INDIVIDUALIZED VOCATIONAL REHABILITATION COUNSELING TO THE BLIND AND PARTIALLY SIGHTED. THIS IS A STATEWIDE SERVICE PROVIDED BY 28 SPECIALISTS--OUR VOCATIONAL REHABILITATION COUNSELORS FOR THE BLIND--19 OF WHOM ARE BLIND THEMSELVES.

VOCATIONAL REHABILITATION COUNSELORS PROVIDE VOCATIONAL COUNSELING, ARRANGE FOR JOB TRAINING, PLACE CLIENTS IN JOBS, AND FOLLOW UP ON THE JOBS TO INSURE PERMANENCY OF EMPLOYMENT.

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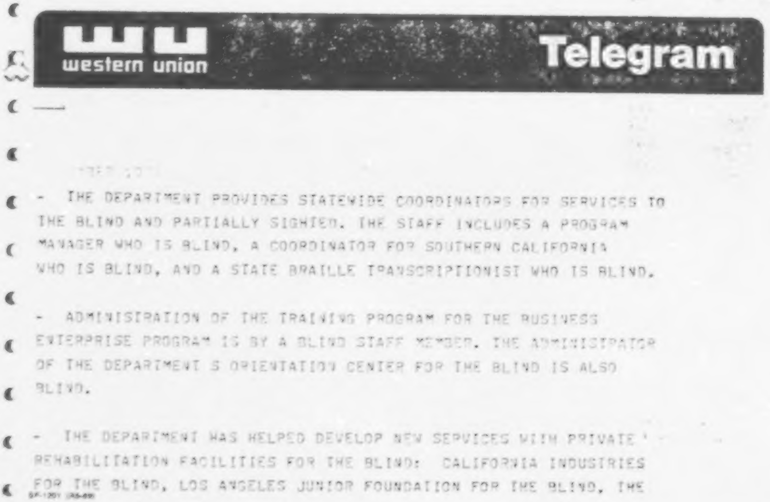

- THE DEPARTMENT PROVIDES STATEWIDE COORDINATORS FOR SERVICES TO THE BLIND AND PARTIALLY SIGHTED. THE STAFF INCLUDES A PROGRAM MANAGER WHO IS BLIND, A COORDINATOR FOR SOUTHERN CALIFORNIA WHO IS BLIND, AND A STATE BRAILLE TRANSCRIPTIONIST WHO IS BLIND.

- ADMINISTRATION OF THE TRAINING PROGRAM FOR THE BUSINESS ENTERPRISE PROGRAM IS BY A BLIND STAFF MEMBER. THE ADMINISTRATOR OF THE DEPARTMENT S ORIENTATION CENTER FOR THE BLIND IS ALSO BLIND.

- THE DEPARTMENT HAS HELPED DEVELOP NEW SERVICES WITH PRIVATE REHABILITATION FACILITIES FOR THE BLIND: CALIFORNIA INDUSTRIES FOR THE BLIND, LOS ANGELES JUNIOR FOUNDATION FOR THE BLIND, THE

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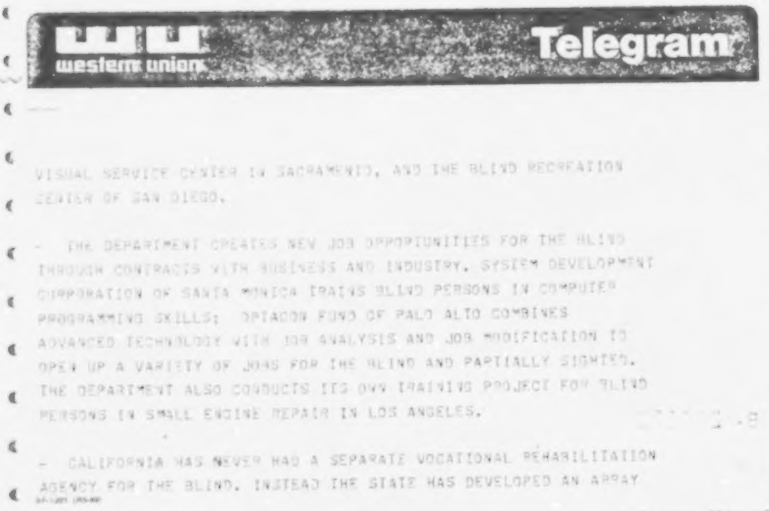

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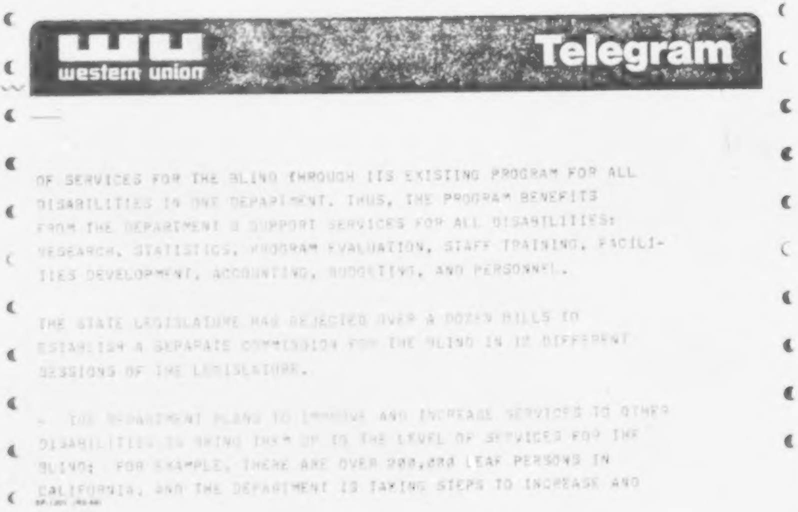
VISUAL SERVICE CENTER IN SACRAMENTO, AND THE BLIND RECREATION CENTER OF SAN DIEGO.

- THE DEPARTMENT CREATES NEW JOB OPPORTUNITIES FOR THE BLIND THROUGH CONTRACTS WITH BUSINESS AND INDUSTRY. SYSTEM DEVELOPMENT CORPORATION OF SANTA MONICA TRAINS BLIND PERSONS IN COMPUTER PROGRAMMING SKILLS; OPTACON FUND OF PALO ALTO COMBINES ADVANCED TECHNOLOGY WITH JOB ANALYSIS AND JOB MODIFICATION TO OPEN UP A VARIETY OF JOBS FOR THE BLIND AND PARTIALLY SIGHTED. THE DEPARTMENT ALSO CONDUCTS ITS OWN TRAINING PROJECT FOR BLIND PERSONS IN SMALL ENGINE REPAIR IN LOS ANGELES.

- CALIFORNIA HAS NEVER HAD A SEPARATE VOCATIONAL REHABILITATION AGENCY FOR THE BLIND. INSTEAD THE STATE HAS DEVELOPED AN ARRAY



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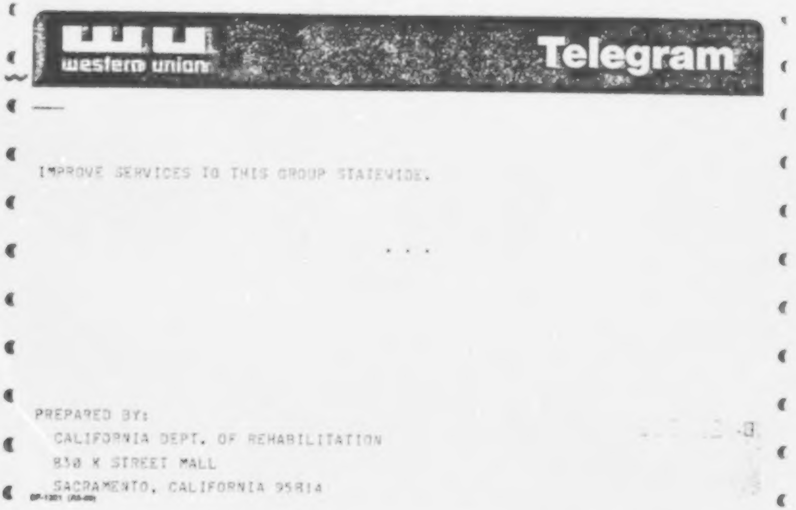
OF SERVICES FOR THE BLIND THROUGH ITS EXISTING PROGRAM FOR ALL DISABILITIES IN ONE DEPARTMENT. THUS, THE PROGRAM BENEFITS FROM THE DEPARTMENT S SUPPORT SERVICES FOR ALL DISABILITIES: RESEARCH, STATISTICS, PROGRAM EVALUATION, STAFF TRAINING, FACILITIES DEVELOPMENT, ACCOUNTING, BUDGETING, AND PERSONNEL.

THE STATE LEGISLATURE HAS REJECTED OVER A DOZEN BILLS TO ESTABLISH A SEPARATE COMMISSION FOR THE BLIND IN 12 DIFFERENT SESSIONS OF THE LEGISLATURE.

- THE DEPARTMENT PLANS TO IMPROVE AND INCREASE SERVICES TO OTHER DISABILITIES TO BRING THEM UP TO THE LEVEL OF SERVICES FOR THE BLIND: FOR EXAMPLE, THERE ARE OVER 200,000 DEAF PERSONS IN CALIFORNIA, AND THE DEPARTMENT IS TAKING STEPS TO INCREASE AND



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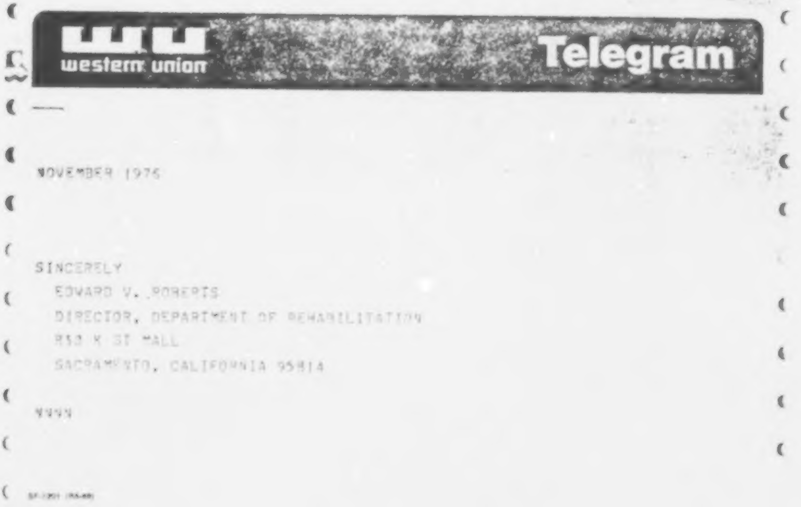
IMPROVE SERVICES TO THIS GROUP STATEWIDE.

. . .

PREPARED BY:
CALIFORNIA DEPT. OF REHABILITATION
830 K STREET MALL
SACRAMENTO, CALIFORNIA 95814



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NOVEMBER 1976

SINCERELY
EDWARD V. ROBERTS
DIRECTOR, DEPARTMENT OF REHABILITATION
830 K ST MALL
SACRAMENTO, CALIFORNIA 95814

NNNN

Senator RANDOLPH. It is the best attended hearing session of the subcommittee that we have had. I believe, Bob, that would be correct. We have never had this many persons.

Our next witnesses are Dr. Marshall and Dr. Davila. We are happy that you are included on the witness list today. Both the gentlemen are deaf and newly appointed to be the Directors of the two schools for deaf children. I think I was there, at the schools as you were there, Pat. I still have a photograph of the occasion, it is on the wall of our office. That was last September.

Senator Stafford, who is ranking minority member of our subcommittee, will preside and I will return. Thank you.

Senator STAFFORD. Thank you, Mr. Chairman.

Dr. Marshall and Dr. Davila, I am happy also to welcome you here. I do not have copies of your statements in front of me, but I would invite you to proceed as you may wish. I understand that Dr. Marshall will go first.

STATEMENT OF DR. WILLIAM J. A. MARSHALL, ED. D., DIRECTOR, MODEL SECONDARY SCHOOL FOR THE DEAF, GALLAUDET COLLEGE, WASHINGTON, D.C., AND ROBERT DAVILA, PH. D., DIRECTOR, KENDALL DEMONSTRATION ELEMENTARY SCHOOL, WASHINGTON, D.C.

Dr. MARSHALL. Thank you, Senator Stafford.

I have with me today Ms. Janice Nishimura, who will be acting as an interpreter. I am the director of a program that was created by an act of Congress on October 15, 1966, known as the Model Secondary School for the Deaf Act—Public Law 89-694—for the purpose of providing day and residential secondary education facilities for persons who are deaf in order to prepare them for college and other advanced study; and also to provide an exemplary secondary school program that will stimulate the development of comparably excellent programs throughout the Nation.

In accordance with this public law, an agreement between the Department of Health, Education, and Welfare and the Gallaudet College was signed on May 16, 1969, authorizing the establishment and operation of a Model Secondary School for the Deaf on the campus of the Gallaudet College.

We have prepared a lengthy report which I believe you are in receipt of, and which I would like to have introduced into the record after I first present a brief summary, if I may, please.

Senator STAFFORD. Without objection, so ordered.

Dr. MARSHALL. It is my pleasure to appear before you today to present testimony on the secondary education of hearing impaired youth. I feel it particularly appropriate to couch this testimony within the context of that enlightened and far-sighted congressional legislation which assures comprehensive educational opportunities for all handicapped children—Public Law 94-142.

The enactment of this banner legislation on November 18, 1975, represents not only a dramatic reversal of public opinion, but also a significant milestone in our Nation's effort toward guaranteeing a free and appropriate education for all handicapped children within the "least restrictive environment."

Recognition must quickly be given to the fact that this legislation characterizes the very epitome of what has truly made America so outstanding in the annals of civilization—freedom of choice—the freedom of parents to choose for and with their children the best possible means to an education for life.

On the other hand, we must also be quick to recognize with extreme care that what is appropriate for one child or one handicap is not necessarily so for others. The problem of deafness is a problem of not learning one's native tongue, as others have so gracefully done. It is a problem of not being able to communicate with family and friends, as others can so easily do. Finally, it is a problem of "unbelonging" in a society that is already suffering from the alienation of the individual.

Research indicates that the great majority of students in special education programs for the hearing impaired have had a hearing loss from the very time they were born. This is a highly significant statement because it underscores an uncontrovertable fact that little, if any exposure to spoken language was possible for these children. Generally, the more exposure a child has been given to the basic fundamentals of language, the more equipped that child could become in taking advantage of the prevalent educational environment. Correspondingly, the later the age at which a child suffers the onset of a hearing loss, the more fluent will his/her language development proceed.

The research additionally indicates that those students who were born with a genetic condition of hearing impairment exhibited fewer instances of multiple handicaps than children whose deafness was attributed to other causes.

Furthermore, these children were also likely to have had parents who were experienced with the condition of hearing impairment and who were also more experienced in providing appropriate educational and personal guidance to the child.

Mr. Chairman, I take the time to point this out in order to illustrate that when handicapping conditions, over and above deafness, are present, the simple concept of language deprivation, influencing success in an educational environment is no longer sufficient. Each particular handicapping condition—brain damage, cerebral palsy, epilepsy, mental retardation, perceptual motor deficits, depressed achievement, emotional/behavioral problems and visual problems—both compounds the problems of deafness and greatly influences the educational process and life style of the student in its own peculiar way.

To increase the number of multiple handicaps is to make more complex the educational adjustment process. As is documented in this study by Jensema (1975)—which I am graciously asking you to permit to become a part of the record—day school programs tended to enroll a high percentage of multiple handicapped deaf students.

This gives us moment to pause and reflect on just what is an appropriate education in the least restrictive environment? As my senior colleague in California, Dr. Richard Brill, aptly observes, the term "least restrictive environment" is used frequently in a discussion of both the philosophy and implementation of the educational concept of mainstreaming. Unfortunately, those three words are frequently lifted out of context and universally applied to all forms of special education. Not only is this contrary to the practice of knowledgeable professionals in the field, but it also appears to be in disagreement with the intent of the fundamental legislation itself.

Mainstreaming is the placement of exceptional children into the regular class. It is the assimilation of the deaf student into a group of hearing students. Mainstreaming is but a single programing option out of numerous possible alternatives that may be considered appropriate in terms of educational placement. Mainstreaming is not, however, and must never be considered to be the equivalent to a "least restrictive environment" for all hearing impaired children. The assimilated hearing impaired child may not perceive himself/herself, nor even be perceived by the teacher or the hearing students as truly belonging to the class. Many hearing impaired children, and especially those with multiple handicaps, are no more assimilated in these classrooms than you or I are assimilated by the crowds around us at National Airport.

Our experience at the Model Secondary School for the Deaf, and in other programs around the country, has shown that some hearing impaired students do indeed derive measurable benefit from being selectively placed into specific courses at nearby high schools. We further have observed that nearly all of our students could significantly benefit from our efforts to "mainstream the school." That is, to reverse the mainstreaming process by incorporating hearing students into the special classroom. The experiences at the Lexington School for the Deaf in New York City have greatly stimulated our efforts in this direction. Parents of both the deaf and hearing students have been quick to recognize that one of the benefits of a good education is the individual and personal attention that the teacher can give in the small classes characterizing the special institutions. The specific provisions within the new legislation mandating the annual development of an "individualized educational plan" for each student further reinforces the parent's attentiveness to this personalization of the student's learning experiences.

I have attached here, Mr. Chairman, a copy of the testimony that Dr. Victor Galloway and Mr. Michael Deninger of the Model Secondary School for the Deaf presented to the National Advisory Committee on the Handicapped, describing how the "individualized educational plan" is presently implemented at the school. With your permission, I would like this document to be entered into the record.

Senator STAFFORD. That will be made a part of the record without objection.

Dr. MARSHALL. Parenthetically, it is perhaps well to point out that the school is presently developing an instructional package for use by administrators and teachers everywhere on how to construct and implement an "individualized educational plan."

We regret that time does not permit a more expanded statement on the many other activities of the school itself. I have attached here for your disposal, Mr. Chairman, a copy of our most recent annual report which spells out quite clearly the missions and goals of the present fiscal year, and describes the use of a management-by-objective approach to planning and operating the school.

In conclusion, Mr. Chairman, I have here the official statement adopted by the Executive Committee of the Conference of Executives of American Schools for the Deaf, 1977, which appropriately summarizes this testimony. With your permission, I would like to have it entered into the record, if you please.

To establish priorities for alternative placement, the following statements are offered:

1. The Conference of Executives of American Schools for the Deaf, CEASD, supports the concept of placement of deaf children in the "least restrictive" educational environment provided that this term applies only to alternatives for schooling which enable fulfillment of their academic and social potential and prepares them for a productive, well-adjusted adulthood. This determination is to be based on individual evaluations which provide both short- and long-term instructional objectives.

2. The quality and appropriateness of educational placement must be assessed in terms of both socialization and instruction. Initially for some, a more segregated environment may be preferred; for others, complete integration may be the best alternative. More frequently, a combination—or a succession—of instructional settings may be desirable as young children mature, benefit from intensive intervention, and gain social, academic and vocational skills.

3. Educational planning cannot be viewed as the prerogative of placement officials. Viable alternatives must be offered to parents and students, and the deaf pupil's feelings and parental concerns must be taken into consideration within the process.

4. The Conference of Executives of American Schools for the Deaf accepts the concept that specialized services, especially in urban areas, can be brought to most deaf persons in a variety of settings. However, should a decision have to be made between providing adequate services and "least restrictive environment," the choice should be made to use those facilities which provide a full service component: individualized instructional planning; appropriately certified teachers; qualified supervision of instruction; periodic audiological and psychological assessment; appropriate and functional amplification; satisfactory family contracts, and the counseling services of personnel trained to work with deaf persons. Placing a child in a professional isolated setting with inadequate support cannot be condoned. However, movement toward less segregated settings may become possible for many deaf pupils as they gain from early auditory intervention, parental involvement and intensive language emphasis within approved specialized settings.

I have a letter here from the National Advisory Committee of the Model Secondary School for the Deaf, and if this may be entered into the record, it would be appreciated.

Senator STAFFORD. Without objection, it will be included with your prepared statement.

Dr. MARSHALL. Thank you, sir.

In conclusion, I would like to share with you an observation that all of us parents have, at one time or another, been witness to:

Children start school asking why about everything. They leave school asking why they had to spend so much time there.

We, as educators, have a lot of thinking to do before an answer can be given.

Mr. Chairman and members of the subcommittee, I sincerely appreciate this opportunity to discuss with you today the educational significance of this new legislation and what it means to the hearing impaired youth of our Nation.

Thank you.

Senator RANDOLPH. Thank you very much for an excellent statement, Dr. Marshall.

[The prepared statement of Dr. Marshall and material referred to follows:]

TESTIMONY

SENATE SUBCOMMITTEE ON
OVERSIGHT HEARINGS

HONORABLE JENNINGS RANDOLPH
CHAIRMAN

PROGRAMS FOR THE HANDICAPPED

STATEMENT OF

WILLIAM J. A. MARSHALL, ED.D.

DIRECTOR
MODEL SECONDARY SCHOOL FOR THE DEAF
GALLAUDET COLLEGE
WASHINGTON, D.C. 20002

February 7, 1977

Opening. Mr. Chairman and Members of the Subcommittee, my name is William J. A. Marshall. I have herewith me today Ms. Janice Nishimura who will be acting as an Interpreter. I am the Director of a program that was created by an Act of Congress on October 15, 1966 known as the Model Secondary School for the Deaf Act -- Public Law 89-694 -- for the purpose of providing day and residential secondary education facilities for persons who are deaf in order to prepare them for college and other advanced study; and also to provide an exemplary secondary school program that will stimulate the development of comparably excellent programs throughout the Nation. In accordance with this Public Law, an Agreement between the Department of Health, Education and Welfare and the Gallaudet College was signed on May 16, 1969 authorizing the establishment and operation of a Model Secondary School for the Deaf on the campus of the Gallaudet College.

We have prepared a lengthy report which I believe you are in receipt of and which I would like to have introduced into the record after I first present a brief summary . . . if I may, please.

Content. It is my pleasure to appear before you today to present testimony on the secondary education of hearing impaired youth. I feel it particularly appropriate to couch this testimony within the context of that enlightened and far-sighted Congressional legislation which assures comprehensive educational opportunities for all handicapped children . . . Public Law 94-142. The enactment of this banner legislation on November 18, 1975 represents not only a dramatic reversal of public opinion, but also a significant milestone in our Nation's effort toward guaranteeing a free and appropriate education for all handicapped children within the "least restrictive environment." Recognition must quickly be given to the fact that this legislation characterizes the very epitome of what has truly made America so outstanding in the annals of civilization . . . freedom of choice . . . the freedom of parents to choose for and with their children the best possible means to an education for life.

On the other hand, we must also be quick to recognize with extreme care that what is appropriate for one child or one handicap is not necessarily so for others. The problem of deafness is a problem of not learning one's native tongue, as others have so gracefully done. It is a problem of not being able to communicate with family and friends, as others can so easily do. Finally, it is a problem of "un-belonging" in a society that is already suffering from the alienation of the individual.

Research indicates that the great majority of students in special education programs for the hearing impaired have had a hearing loss from the very time they were born. This is a highly significant statement because it underscores an uncontrovertable fact that little, if any, exposure to spoken language was possible for these children. Generally, the more exposure a child has been given to the basic fundamentals of language, the more equipped that child could become in taking advantage of the prevalent educational environment. Correspondingly, the later the age at which a child suffers the onset of a hearing loss, the more fluent will his/her language development proceed.

The research additionally indicates that those students who were born with a genetic condition of hearing impairment exhibited fewer instances of multiple handicaps. Furthermore, these chilren were also likely to have had parents who were experienced with the condition of hearing impairment and who were also more experienced in providing appropriate educational and personal guidance for the child.

Mr. Chairman, I take the time to point this out in order to illustrate that when handicapping conditions, over and above deafness, are present, the simple concept of language deprivation influencing success in an educational environment is no longer sufficient. Each particular handicapping condition -- brain damage, cerebral palsy, epilepsy, mental retardation, perceptual motor deficits, depressed achievement, emotional/behavioral problems and visual problems -- both compounds the problems of deafness and greatly influences the educational process and life style of the student in its own peculiar way. To increase the number of multiple handicaps is to make more complex the educational adjustment process. As is documented in this study by Jensema (1975) -- which I am graciously asking you to permit to become a part of the record -- day school programs tended to enroll a high percentage of multiply handicapped deaf students.

This gives us moment to pause and reflect on just what is an "appropriate education in the least restrictive environment?" As my senior colleague in California -- Dr. Richard Brill -- aptly observes, the term "least restrictive environment" is used frequently in a discussion of both the philosophy and implementation of the educational concept of mainstreaming. Unfortunately, those three words are frequently lifted out of context and universally applied to all forms of special education. Not only is this contrary to the practice of knowledgeable professionals in the field, but it also appears to be in disagreement with the intent of the fundamental legislation itself. Mainstreaming is the placement of exceptional children into the regular class. It is the assimilation of the deaf student into a group of hearing students. Mainstreaming is, however, but a single programming option out of numerous possible alternatives that may be considered appropriate in terms of educational placement. Mainstreaming is not, however, and must never be considered as, the equivalent to a "least restrictive environment" for all hearing impaired children. The assimilated hearing impaired child may not perceive himself/herself, nor even be perceived by the teacher or the hearing students as truly belonging to the class. Many hearing impaired children, and especially those with multiple handicaps, are no more assimilated in these classrooms than you or I are assimilated by the crowds around us at National Airport.

Our experience at the Model Secondary School for the Deaf, and in other programs around the country, has shown that some hearing impaired students do indeed derive measurable benefit from being selectively placed into specific courses at nearby high schools. We further have observed that nearly all of our students could significantly benefit from our efforts to "mainstream the school." That is, to reverse the mainstreaming process by incorporating hearing students into the special classroom. The experiences at the Lexington School for the Deaf in New York City have greatly stimulated our efforts in this direction. Parents of both the deaf and hearing students have been quick to recognize that one of the benefits of a good education is the individual and personal attention that the teacher can give in the small classes characterizing the special institutions. The specific provisions within the new legislation mandating the annual development of an "individualized educational plan" for each student further reinforces the parent's attentiveness to this personalization of the student's learning experiences.

I have attached here, Mr. Chairman, a copy of the testimony that Dr. Victor Galloway and Mr. Michael Deninger of the Model Secondary School for the Deaf presented to the National Advisory Committee on the Handicapped, describing how the "individualized educational plan" is presently implemented at the school. With your permission, I would like this document to be entered into the record. Parenthetically, it is perhaps well to point out that the school is presently developing an instructional package for use by administrators and teachers everywhere on how to construct and implement an "individualized educational plan."

We regret that time does not permit a more expanded statement on the many other activities of the school itself. I have attached here for your disposal, Mr. Chairman, a copy of our most recent annual report which spells out quite clearly the missions and goals of the present fiscal year, and describes our use of a management-by-objectives approach to planning and operating the school.

Conclusion. Mr. Chairman, I have here the official statement adopted by the Executive Committee of the Conference of Executives of American Schools for the Deaf (1977) which appropriately summarizes this testimony. With your permission, I would like to have it entered into the record, if you please.

> To establish priorities for alternative placement, the following statements are offered:
>
> 1. The Conference of Executives of American Schools for the Deaf (CEASD) supports the concept of placement of deaf children in the "least restrictive" educational environment provided that this term applies only to alternatives for schooling which enable fulfillment of their academic and social potential and prepares them for a productive, well-adjusted adulthood. This determination is to be based on individual evaluations which provide both short and long-term instructional objectives.
>
> 2. The quality and appropriateness of educational placement must be assessed in terms of both socialization and instruction. Initially for some, a more segregated environment may be preferred; for others, complete integration may be the best alternative. More frequently, a combination -- or a succession -- of instructional settings may be desirable as young children mature, benefit from intensive intervention, and gain social, academic and vocational skills.

3. Educational planning cannot be viewed as the prerogative strictly of placement officials. Viable alternatives must be offered to parents and students, and the deaf pupil's feelings and parental concerns must be taken into consideration within the process.

4. The Conference of Executives of American Schools for the Deaf accepts the concept that specialized services, especially in urban areas, can be brought to most deaf persons in a variety of settings. However, should a decision have to be made between providing adequate services and "least restrictive environment," the choice should be made to use those facilities which provide a full service component: individualized instructional planning; appropriately certified teachers; qualified supervision of instruction; periodic audiological and psychological assessment; appropriate and functional amplification; satisfactory family contracts, and the counseling services of personnel trained to work with deaf persons. Placing a child in a professionally isolated setting with inadequate support cannot be condoned. However, movement toward less segregated settings may become possible for many deaf pupils as they gain from early auditory intervention, parental involvement and intensive language emphasis within approved specialized settings.

In conclusion, I would like to share with you an observation that all of us parents have, at one time or another, been witness to:

> Children start school asking why about everything. They leave school asking why they had to spend so much time there!

We, as educators, have a lot of thinking to do before an answer can be given.

Mr. Chairman and Members of the Subcommittee, I sincerely appreciate this opportunity to discuss with you today the educational significance of this new legislation and what it means to the hearing impaired youth of our Nation. Thank you.

Model Secondary School for the Deaf
Gallaudet College
Kendall Green · Washington, D.C. 20002
Office of the Director

January 31, 1977

Senator Jennings Randolph
United States Senate
Dirksen Office Building
Room 5121
Washington, D.C. 20510

Dear Senator Randolph,

It is with great pleasure that I accept your invitation to appear before your Subcommittee on the Handicapped -- Monday, February 7, 1977 -- to present testimony on the secondary education of hearing impaired students.

Enclosed please find (a) the Testimony, (b) Attachments for the Record, (c) Supplements, and (d) a recent *Vita*.

I trust that this material is sufficient for the purposes of your Oversight Hearings and that the educational needs of handicapped children throughout the Nation will be admirably served under your enlightened Chairmanship.

Again, thank you for this opportunity to be of service.

Sincerely,

Dr. William J. A. Marshall
Director

WJAM/jan
attachments

ATTACHMENTS FOR THE RECORD

Executive Committee. *The Changing Role of School Programs for Deaf Children: Selected Papers*. The Conference of Executives of American Schools for the Deaf, Inc., 1977.

Galloway, V. and M. Deninger. *Individualized Education Program at the Model Secondary School for the Deaf*. Testimony presented to the National Advisory Committee on the Handicapped, Washington, D.C., 1976.

Jensema, C. *The Relationship Between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth*. Washington, D.C.: Office of Demographic Studies, Gallaudet College, 1975.

The Changing Role of School Programs for Deaf Children: Selected Papers

Conference of Executives of American Schools for the Deaf

85-737 O - 77 - 13

THE CHANGING ROLE OF SCHOOL PROGRAMS FOR DEAF CHILDREN: SELECTED PAPERS

(A collection of papers related to the influence of P.L. 94-142 on educational programs for hearing handicapped children)

Papers Compiled

by

THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

Statement on "Least Restrictive" Placements for Deaf Students

Based on a paper by

William N. Craig, Superintendent of the Western Pennsylvania School for the Deaf, Pittsburgh and Associate Editor of the *American Annals of the Deaf.*

Reshaping the Role of the State School for the Deaf in Public Education

By

Barry L. Griffing, Assistant Superintendent of Public Instruction and Assistant Director, Office of Special Education, California State Department of Education.

Interpretation of Least Restrictive Environment

By

Richard G. Brill, Superintendent of the California School for the Deaf, Riverside.

JANUARY 1977

THE CONFERENCE OF EXECUTIVES OF
AMERICAN SCHOOLS FOR THE DEAF, Inc.

AN ASSOCIATION OF SCHOOLS AND EDUCATIONAL PROGRAMS FOR THE DEAF

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January 5, 1977

Dear Colleague:

The Executive Committee of the Conference of Executives of American Schools for the Deaf, at its meeting on December 10-11, 1976, asked that this series of selected papers be published and distributed to Conference members and other interested readers.

The first paper is a Conference statement, based on a paper prepared by Dr. William Craig, adopted by the Executive Committee. While the initial intent was to include Dr. Craig's original he has consented to this substitution. The second paper provides one person's views of the status of affairs in most states, and in our schools, for deaf children throughout the country, and an image of a potential role for residential schools as a part of a comprehensive system of services within a state. The last paper presents an interpretation of the term "least restrictive" while sharing a concern that decisions on least restrictive educational placement reflect concern for critical aspects of the deaf child's total development.

These papers were selected by the Executive Committee as the most representative position statements on the concerns of members of the CEASD with respect to educational programs for hearing handicapped children in all educational settings and programs.

Permission has been granted by the authors to have their papers included in this publication. The Executive Committee hoped that the contents of these papers might be useful to members and others involved in local or state program planning and development activities.

Respectfully yours,

Ralph L. Hoag

Ralph L. Hoag
President

An International Organization Promoting Comprehensive Education for the Deaf

STATEMENT ON "LEAST RESTRICTIVE" PLACEMENTS FOR DEAF STUDENTS

This official statement was adopted by the CEASD Executive Committee on December 11, 1976. It is based on a draft position statement submitted by Dr. William N. Craig, as a step in clarifying for the CEASD the interpretation of the term "Least Restrictive" as it concerns deaf children.

Placement of deaf children in instructional settings which most resemble educational systems for hearing children is an important educational objective of professionals who work with deaf persons. An overriding consideration, however, is the assurance of an educational program fully consistent with their needs and abilities as pupils and their aspirations as adults. The attainment of appropriate balance between the advantages to the deaf child of integration and those gained from specialized educational settings requires careful assessment of both student and program and, in the language of the law, "...of the nature or the severity of the handicap." (P.L. 94-142 Sec. 612 (5)). We must estimate carefully, if we are to justify separate instruction for our deaf children, each child's ability to cope with regular class environment, educationally and socially, as he gains life-long skills and abilities within it. Accurate understanding of the nature and severity of deafness is fundamental to this judgment.

Deafness, by its nature, is pervasive, and the severity of the handicap must be understood in the light of this quality. As a handicapping condition it strikes at the heart of human development--communication. The pre-lingually deaf child is one whose hearing level is such that even with amplification he is often unable to understand spoken language readily at a time of life when non-deaf children are rapidly mastering it. His communication handicap, initially both receptive and expressive, hampers his need and his ability to express language or to receive it according to accepted norms. It creates barriers to learning and to personal relationships. It contributes to isolation and to cognitive delay.

Acceptance of the pervasive nature of deafness in the child of pre-school and school age demands that we look with care at whether "...education in regular classes with the use of supplementary aids and services" *can be achieved satisfactorily* and thus fulfil the intent of the law.

To establish priorities for alternative placement the following statements are offered:

1. The Conference of Executives of American Schools for the Deaf (CEASD) supports the concept of placement of deaf children in the "least restrictive" educational environment provided that this term applies only to alternatives for schooling which enable fulfillment of their academic and social potential and prepares them for a productive, well-adjusted adulthood. This determination is to be based on individual evaluations which provide both short and long-term instructional objectives.

2. The quality and appropriateness of educational placement must be assessed in terms of both socialization and instruction. Initially for some, a more segregated environment may be preferred; for others, complete integration may be the best alternative. More frequently, a combination - or a succession - of instructional settings may be desirable as young children mature, benefit from intensive intervention, and gain social, academic and vocational skills.

3. Educational planning cannot be viewed as the prerogative strictly of placement officials. Viable alternatives must be offered to parents and students, and the deaf pupil's feelings and parental concerns must be taken into consideration within the process.

4. The Conference of Executives of American Schools for the Deaf accepts the concept that specialized services, especially in urban areas, can be brought to most deaf persons in a variety of settings. However, should a decision have to be made between providing adequate services and "less restrictive

environment", the choice should be made to use those facilities which provide a full service component: individualized instructional planning; appropriately certified teachers; qualified supervision of instruction; periodic audiological and psychological assessment; appropriate and functional amplification; satisfactory family contracts, and the counseling services of personnel trained to work with deaf persons. Placing a child in a professionally isolated setting with inadequate support cannot be condoned. However, movement toward less segregated settings may become possible for many deaf pupils as they gain from early auditory intervention, parental involvement and intensive language emphasis within approved specialized settings.

In summary, the statements above represent an endorsement of the concept of high quality programs for deaf children within a least restrictive educational placement. The endorsement of this concept by the CEASD is further qualified and expanded by the recognition of the pervasive nature of deafness and the severity of a handicapping condition which seriously affects the organization of language, speech and auditory information, as well as the satisfaction of the human need to communicate. To minimize the significance of this handicap would be a serious mistake for generations of deaf citizens to come who will not overcome these handicapping conditions without intensive help from qualified specialists.

The best hope for deaf people lies in strengthening and developing maximally each alternative instructional setting whether within the specialized or the regular school. The right to "least restrictive" placement must not result in a "most restrictive" situation in terms of opportunity for educational and social development.

Selected References

Federal Legislation

Education for All Handicapped Children Act P.L. 94-142

Legal Actions

Pennsylvania Association for Retarded Children v. the Commonwealth of Pennsylvania, 1971

Mills v. Board of Education of the District of Columbia, 1972

Summary Information

Weintraub, F. J., Abeson, A., Ballard, J. and LaVor, M. L. *Public Policy and the Education of Exceptional Children.* Reston, Virginia: The Council for Exceptional Children, 1976

Reshaping the Role of the State School for the Deaf in Public Education

by Barry L. Griffing, Ed.D.

This paper was presented at the 48th Meeting of the Conference of Executives of American Schools for the Deaf, Rochester, New York, May 1976.

State residential schools for the deaf were instituted in most states in response to a social need to provide an adequate educational opportunity for children and youth having significant hearing impairment that tended to exclude them from "regular" education. Like any public school, a state residential school is a social system or a social institution meeting a societal need.

We are at a time when we must ask if this is still true. There are influential individuals and groups who are asking whether or not state residential schools for the deaf are still viable as a social system to educate deaf children and youth. Others are questioning if the assumptions upon which state residential schools are based remain valid in today's concept of public education. There are policymaking bodies that are demanding to know if we can continue to provide the level of support required to maintain state residential schools for the deaf.

Educators of the deaf surely must agree that the growth and development of local community educational programs for deaf children have demonstrated an alternative to state residential schools. The ever-increasing costs necessary to maintain even the status-quo in state residential schools is real. And, P.L. 94-142 recently enacted by the Congress incorporates a mandate already within some state statutes--the direction that the handicapped *must* be given adequate educational opportunity, especially at the local level.

It seems clarion clear that the role of the state residential school for the deaf is in a period of evaluation. A review and evaluation of the role of the state school for the deaf is in process in a number of states and will eventually be a policy issue in others. It is an especially crucial time in special education when educators, parents, and others must deal with the policy issue of residential schools for the deaf.

The issue becomes crucial in terms of the polarized positions that inevitably emerge with great issues. This period of evaluation of the role of state residential schools for the deaf may be viewed by the zealots of mainstreaming as a time or means of closing down residential schools for the deaf which would contribute to their notion of a mainstream program for deaf children. Those who advocate a *public* policy to support a *personal* philosophy in educating deaf children may suggest that there be a shift of enrollment so that multihandicapped deaf children become the mission of residential schools.

The residentialists in the education of the deaf, in some areas, will look upon this period of review and evaluation as a threat to their status in public education of the deaf. They may elect to disregard the educational, social, and economic facts of life.

In addition to the extreme positions, there are those educators of the deaf in public education, irrespective of philosophic persuasion, who will simply do nothing. These are those too tired of the tasks or those too insensitive to the needs who may just ignore or fail to see the period of evaluation for state schools for the deaf in public education.

The seasoned educator of the deaf realizes that, given this period of evaluation, there are hazards inherent in the extreme, polarized points of view--these become highly visible in the literature and quite audible in the conference place; and are attractive in their simple conceptualization of a solution. To do nothing or to just glide along hoping for survival of the status-quo is professionally irresponsible and a historic disservice to deaf children.

It is a time when leadership in the education of the deaf must provide rational thought and guidance to a ship that might be rocked about by great forces and become lost. The short verse suggests the mission:

Some ships sail east,
Some ships sail west,
With the self-same winds that blow,
'Tis the set of the sail,
And not the gale
That tells us the way to go.

Some states which are well into the period of evaluation, and accepting the realities of educational program changes, the economic limitations for education forced by other people's demands, and changing social values of individuals and family units, are trying to come to grips with the important policy issue--what ought to be the role of a state residential school for the deaf.

This paper, with a somewhat long but necessary introduction, offers one suggested design for reshaping the role of the state school for the deaf. It does not presume to be *the only* design that may be needed or that will serve to meet a need. It is based on considerable experience in one state and at least working acquaintance as to what seems to be happening in several other states throughout the nation.

The design suggested is based on some key imperatives. They are:

1. A state must assure itself that every deaf child, youth, and adult has access to an educational opportunity of adequate scope and quality.
2. A state, having diversity in population and needs, must utilize all available resources or make new ones to meet the range of needs of deaf individuals.
3. A state must organize its educational opportunity resources for the deaf to create a reasonable relationship of responsibility among those managing the resources.

There are five major components to the design being suggested for reshaping the role of a state residential school for the deaf: (1) a comprehensive educational center; (2) child study/assessment services; (3) learning resource center; (4) demonstration school; and (5) as a community/continuing education center.

A Comprehensive Education Center

The state residential school offers in almost every state the opportunity for having a comprehensive educational center. This concept, well-founded in the historical justification for the state residential school, is important in that it provides deaf children who require such placement the access to a fully developed program.

Preschool

In most cases a state should give priority to enrolling preschool deaf children in a local public school program. This will give the very young deaf child maximum opportunity to benefit from his family support during formative years. When areas are unable to provide a well-developed pre-school program at a school site, home teachers should be provided to the young deaf child and his family.

A home teacher serving the rural or sparsely populated area of a state should be the responsibility of the state residential school. This role in preschool education of deaf children should be assumed and developed by the state residential school because it is the resource most capable in organizing and conducting such a program that is educationally sound and that is the most cost effective.

The home teacher program of a state residential school can draw upon the total resources of the comprehensive program and staffs at the residential school. Ideally, the home teacher can bring the young deaf child and his parent(s) to the state school campus once or twice a year and conduct intensive training sessions in a simulated home environment using a cottage or small house on or near the campus. This, followed up with teacher visits to the home of the young deaf child and correspondence between teacher and parents can be a substantial beginning in the education of a young deaf child. Otherwise, his parents are miles from guidance and help or must settle for something less than a program fully committed to giving the child a good beginning.

Elementary

Without undue over-simplification of the demographic characteristics of our states, almost every state has its metropolitan, urban, rural and sparse population densities.

In those areas of a state having a sufficient population of elementary-age deaf children and which can otherwise provide a comprehensive educational program meeting or exceeding minimum program standards such as outlined in the *Recommended Organizational Policies in the Education of the Deaf,** the elementary-age deaf child should receive his education in a local school program. Hopefully, the local educational agency can utilize a variety of program strategies to serve his needs.

There are still many areas in virtually any state which cannot really initiate or maintain a well-graded, suitably supported, and properly housed comprehensive program. Elementary-age deaf children residing in these areas should be equally entitled to a standard, comprehensive program placement. When reasonable and feasible, states should insist that local educational agency heads disregard territorial domains and cluster a program serving as wide an attendance area as sensible transportation will permit.

When neither of the two previous program organizational plans are realistic, deaf children should be enrolled in a state residential school program if we are to assure each deaf child that educational chance to which he is entitled. Some elementary deaf children must be enrolled in state schools as a necessary *alternative* if the goal is education. This point must be emphasized, because it is not uncommon for other goals to surface in these situations, and they may divert the focus of both parent and educator. There is only one, primary, and supreme goal for placing a child in a school—to receive an education!

Other factors must be given due consideration. It is not unusual for a child's needs to be essentially unmet even though a comprehensive program is available and ought to meet the needs. In these special situations, the local school program and the state residential school program, with the parents, must find another educational solution. This might be transfer to or from the residential school. It might be a creative adoption of his existing program placement.

Residential schools and local programs must evaluate carefully when it is suggested that personal problems, social environment, or family life difficulties are offered as reasons for placement of an elementary deaf child in the state residential school. These are not problems that schools, as social institutions, were designed to solve. Only when these kinds of problems impair the educational advantage of the deaf child can a residential school be used as the alternative school placement to the available local school program.

Secondary

With the exception of the functionally hard of hearing child who can truly benefit from instruction in some regular classes, and with the exception of the ultra-urban areas supported by well-developed transportation systems, deaf secondary pupils in most states must be enrolled in a state residential school as the only real alternative for a comprehensive secondary education opportunity.

The basics of elementary education are completed, and it is time to embark on preparation that begins to have life-career directions. It is a time when educators of the deaf and parents of the deaf student (and the student himself) must have a comprehensive, academic, and vocational program available. State residential schools provide a cost-effective approach to the ever-increasing complex and costly aspects of a wide range academic and occupational preparation program uniquely designed for deaf learners.

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* A position paper adopted by the Conference of Executives of American Schools for the Deaf, June 1973.

Secondary education is the major enrollment in a number of state residential schools today. As an estimate, state schools should probably have three secondary children for every elementary child.

Local educational agencies should not be permitted to initiate a secondary program for deaf children unless there is clear evidence that all components of a quality program can be provided and maintained—all subjects at a variety of levels, a good variety of career training pursuits with a full range of support staff and services all provided by personnel trained to serve the deaf.

Multihandicapped

The same relationships of responsibility outlined for preschool, elementary, and secondary should exist in the determination of a suitable school placement for a MH deaf child. It is estimated that somewhere between ten percent-twenty percent of either the LEA or state school enrollment will require an instructional strategy characteristically different from the rest of the program to meet the very special, individual needs of the compounded problems confronting the MH-deaf child.

The relationship of responsibility suggested in this design for state-wide education for deaf children is the crucial element. Suffice to say at this time, there are important roles for each component of the public school delivery system, there are key roles for individual specialists, administrators and parents. Like the symphony, each of the parts must communicate with the others, and they must blend to achieve the desired results. The concertmaster's baton is in the hands of educational leadership in the education of the deaf in each state.

Child Study/Assessment Services

Federal mandate joins with existing mandates in a number of states to require that every handicapped child have a comprehensive diagnostic/educational assessment leading to an individual plan of instruction.

The complex and often costly process of doing a complete child study, when the child has a significant hearing loss and perhaps other handicaps, will not be realized by simply enacting state or federal mandate. Education programs must have a host of specialists who know deafness and understand the deaf individual. Such a team will be required to secure the child study data base, to focus the findings from that base, to draw sound conclusions, to formulate program and special service recommendations that can be implemented to meet the unique needs of the child.

The talent pool of the necessary assessment-program planning specialist is and may remain limited for some time. A state must recognize this fact along with the high cost in doing a quality job in this component. It should expect and require all comprehensive programs to have the minimum staff (considering kinds and quality), but that will not be enough (except on paper) for meeting the diversity of assessment/planning tasks presented by deaf and MH-deaf children. States should centralize or regionalize their best and most experienced talent in the child study/assessment services component at the state residential schools—for the benefit of any deaf child and his family irrespective of where or how he might be placed for his education. Such a design offers maximum utility of the rare talent available and is a cost-effective strategy for making sure that each deaf child and his family has access to a high quality service to plan and guide his educational experience.

There are examples of the effectiveness and efficiency of this design in the two state schools in California, in several regional programs in Illinois, and in the Arizona Diagnostic Treatment and Education Center (ADTEC) approach in Arizona.

Learning Resource Center

In most states the state school for the deaf is one of the few educational programs, if not the only one, having a full-range program, a curriculum extending through all grades, and a complete staff of supporting specialists. State schools should be expected to serve (and be funded for) a leadership role to benefit all programs throughout the state in such activities as:

1. Curriculum development

2. Design and testing of instructional methods and materials of instruction
3. Pioneering new instructional concepts as Computer Aided Instruction and Instructional Television--developing appropriate programs
4. Design and development of new career educational avenues
5. Testing equipment for instruction including educational amplification systems
6. Conducting on/off campus inservice education opportunities for teachers, paraprofessionals, and others
7. Design and development of parent education
8. Maintenance of a comprehensive library on books, materials, and research in the areas of deafness and the education of the deaf
9. Focusing and coordinating research and dissemination efforts statewide
10. Centralization of demographic data
11. Formulation and development of new evaluation concepts, techniques, tests, etc.

It is important to conceptualize the leadership role of the state school as the place, and the host, for all teachers and related professions to collaborate and work together. There may be economy in centralization, but the power comes from the degree and quality of participation.

Demonstration School

Relating significantly to the state school's role as a Learning Resource Center, state schools for the deaf should escalate their existing role as a practicum center for the preparation of teachers. State schools should be utilized by a state for practicum purposes (observation, training, and internships) for teachers, psychologists, audiologists, diagnostic specialists, medically related fields, speech therapists, teacher aides, residence counselors, social workers, and others. The practicum experience focused in state residential schools must be in planned cooperation with college programs and the university.

Although considered as a nuisance by some, state schools should also be a place where interested individuals and citizen groups can go for orientation and understanding of deafness. This is an important public duty that can ultimately benefit deaf individuals and the education of the deaf.

Teachers of the deaf and others are often desperate for relevant and meaningful inservice education opportunities. State schools, working on identified needs can play a key role in meeting this need.

Community/Continuing Education Center

From almost any point of view (social, educational, economic) state schools must do more! This design suggests that a positive, new front for state residential schools is in leadership in community and continuing education for deaf individuals.

In spite of meritorious efforts in adult education and postsecondary education opportunities at community colleges for the deaf, this level of education for the deaf is still an awakening giant. If the giant *is* awake, he needs direction and guidance.

State schools should be staffed with personnel who can initiate, plan, and marshall community resources that can contribute to the education of deaf individuals, especially adults, including, but not limited to, area adult education classes and community college programs.

Likewise, the school itself should design and provide the needed instruction or activity desired by the deaf population it serves.

There is no reason why the facilities of a state school cannot and should not be used by adult deaf individuals and groups when not used by pupils. This concept includes recreational as well as instructional spaces and facilities.

This component role does require a commitment for some residential schools quite different from tradition. It takes new kinds of people, too. The concept is a proven one in communities all over America. It is not yet a full-blown reality for the deaf, but it can be! It does take leadership to create a relationship of responsibility among resources that can be utilized to promote and expand the educational opportunity for the deaf.

The five major components suggested in this design can and do relate one to another. It suggests some different enrollment characteristics for state schools for the deaf; it insists upon the state school working in harmony with other facets of a state public school system; it states some new or expanded program directions; it advocates some key leadership functions for the state schools; and it is called upon to marshall resources and to help in coordinating or organizing these.

This design in reshaping the role of a state school for the deaf conceptualizes that school as a renewed social system or institution contributing significantly to the overall and continued improvement in the educational opportunity for deaf children, youth, and adults. It is in this sense that residential schools for the deaf must expand from the role of just being a school. Instead they must become educational resource centers for the deaf.

Interpretation of Least Restrictive Environment

by Richard G. Brill, Ed.D.

This paper was first published in the December 1976 issue of the *California Palms*, the magazine for the California School for the Deaf, Riverside. It is presented herein with minor author modifications.

The term "least restrictive environment" is used frequently in a discussion of both the philosophy and the implementation of the educational concept of Mainstreaming. In actuality, those three words taken alone have been lifted out of context and are frequently universally applied to all forms of special education when such was not the intention of those truly knowledgeable in the entire area of special education or by the wording of the fundamental legislation itself.

The fundamental federal law P.L. 94-142 refers to the least restrictive environment which is appropriate to provide the necessary educational program. Specifically, Section 612(5) states "...special classes, special schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes, with the use of supplementary aids and services cannot be achieved satisfactorily".

In order to implement the law's intent to insure that the educational placement of a deaf child will be appropriate, as well as "least restrictive" of the child's right to education with non-handicapped peers, certain special factors must be considered.

First, it is necessary to define the population being referred to. The prelingually deaf child is the one whose hearing loss, usually from the time of birth, is so great that even with amplification, the child is unable to understand the spoken language and thus is unable to learn his native language through hearing. Thus this person suffers a major communication handicap from the earliest years. While other children are learning to communicate very extensively long before they enter a school program, these children generally do not even know they have a name by the time they are old enough to enter school.

The communication handicap of the prelingual deaf child is in both the expressive and receptive forms of communication. He cannot communicate to others and he cannot receive communication from others.

Another very important factor is the matter of incidence. Early deafness is a low incidence handicap. The ratio is approximately one per one thousand children. With the typical proportional age span and typical proportional distribution of children, this means that only an occasional elementary school would have as many as one child living in its district, and generally two or less living in the district served by any particular high school.

A communication handicap is not only a barrier to learning, it also contributes to social isolation. The term "restrictive environment" is generally thought of in terms of physical placement. Such a concept assumes that if one is physically placed within a group that automatically the individual is part of that group. In actuality, communication and psychological relatedness are essential for integration or lack of restriction in the environment. If an individual is at the dining room table with members of his family, but no one at the table can communicate with him or includes him in the conversation, that individual is in effect isolated. On the other hand, if that same individual is with a group of people with whom he can communicate easily, perhaps through using manual communication, then in a very literal, as well as psychological sense that person is part of the group and is not in a restrictive environment.

Thus merely because a child is placed in a regular classroom with many other children, rather than in a special class, does not mean that this child is automatically in a less restrictive environment. If there is little communication between the child and other children in the same class, if it is not possible for the deaf child to be part of the continuing flow of communication between teacher and the class as a group, between the teacher and other children as individuals within the class, between other children and the teacher, between one child and another, then that deaf child is in fact isolated in that class.

When children with normal hearing enter school they have an extensive formal symbol system which we call the English language. Knowledge of this system includes understanding the meaning of various words, understanding the concepts to be communicated when these words are put together into phrases and sentences, being able to transmit ideas using these words expressed through speech, and understanding ideas that are expressed by speech through the sense of hearing. One of the major problems in public schools today is the teaching of reading. Reading is the ability to understand a symbol system in written form which again stands for thoughts expressed through words and combination of words. We find that we can only teach reading to a child when the child really understands the concepts for which the words stand. The deaf child does not have these concepts because of his lack of communication with others in his environment.

All of these matters related to communication are what constitutes the educational handicap of deaf children. For the child to have an opportunity to overcome these handicaps, he requires a teacher who has had long formal preparation including a practicum experience in ways to teach the meaning of words, phrases and ideas to children with whom he cannot communicate by merely talking to them. In addition to this basic knowledge of the English language, the teacher of the deaf must try to teach a deaf child how to speak, how to best utilize his residual hearing, and how to understand through various forms of receptive communication. In addition to this, in spite of this major communication handicap, it is essential to teach content material to the deaf child. The typical classroom teacher of hearing children who has not had this special preparation cannot teach this deaf child very much. Supportive help by a speech therapist, or a teacher of the deaf providing relatively few hours per week to each deaf child, will not overcome the deaf child's handicap. Deaf children need more hours per week of education than that provided the typical hearing child, and this education must be provided by teachers who have had the long and complex preparation to do the job.

Socialization, the opportunity to work with others, to compete on fairly even terms, and to achieve recognition when appropriate, is an important factor in any child's training or education. The deaf child who can never be elected to class office and conduct a meeting in a group of hearing people, the pupil who cannot participate on the athletic teams because of the communication barrier between himself and the coach and between himself and his teammates, the deaf child who is not really included in social situations such as parties and dating because of the communication handicap, is in a very restrictive environment. For him the least restrictive environment is being with other children and adults where communication is not such a handicap and where the socializing activities can easily take place.

Following is a description of a goal to be achieved when a child is in a regular class: "When a child is in the educational mainstream, he is accepted as a member of a regular class. In theory, he is accepted because he is acquiring the skills that every child must master to become a full contributing member of society".* The deaf child with a communication barrier does not fit this description.

A part of the implementation of Public Law 94-142 requires the individualization of plans to meet each child's specific and unique needs. A policy which mandates that the interpretation of "least restrictive environment" is one where a child must first be placed in a regular classroom with supplementary help, is contradictory to the philosophy requiring the individual treatment of each child on the basis of his individual needs.

Current legislation on both the state and federal level emphasize freedom of choice of both student and parents. The parents of deaf children who are truly aware of the major handicap their child faces and deaf students themselves as they grow older, generally demand an educational program where such children will have the opportunity to be taught by teachers who have been appropriately prepared to work with individuals who have this major handicap.

All of this means that the "least restrictive environment" for the prelingually deaf child is one in which this child is taught by teachers who are appropriately prepared, in which the child has the opportunities to learn how to communicate both expressively and receptively, in which the child has the opportunity to learn content material as expected of all children in the public school system, is in a situation where he has the opportunity for socialization which must be carried on with children and adults with whom he can communicate. To meet these needs, the least restrictive environment for that child is generally in a special class or in a special school designed to bring these out.

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* Jenkins, J. R. & W. F. Mayhall, "Development and Evaluation of a Resource Teacher Program", Exceptional Children, Vol. 43, No. 1, September 1976, pp. 21-29.

INDIVIDUALIZED EDUCATION PROGRAM
at the
MODEL SECONDARY SCHOOL FOR THE DEAF

presented to

The National Advisory Committee on the Handicapped
Washington, D.C.

August 6, 1976

Mr. Michael Deninger
Assistant Principal

Dr. Victor H. Galloway
Director of Developmental
Education

Introduction

In accordance with Public Law 89-694, an agreement between the Department of Health, Education, and Welfare and Gallaudet College was signed on May 16, 1969, authorizing the establishment, construction, equipping and operation of a Model Secondary School for the Deaf to be located on the campus of Gallaudet Collge.

Prior to the opening of the Model Secondary School for the Deaf (MSSD) a program design subcommittee of the National Advisory Committee on the Education of the Deaf contracted with the Education and Training Division of Computer Applications, Incorporated to develop a document called Model Secondary School for the Deaf: A Study of Instructional Methodologies. After work on the document was completed it was formerly submitted on October 22, 1968.

In addition, while designing the facilities for MSSD the National Advisory Committee on the Education of the Deaf contracted with General Learning Corporation to develop specifications for the facilities based on the overall objectives for the MSSD. From these documents evolved the agreement between Gallaudet College and the Department of Health, Education, and Welfare.

More recently Dr. Doin Hicks, Dean of Pre-College Programs at Gallaudet College made a presentation on individualized instruction at a workshop on Curriculum Development at the West Virginia School for the Deaf and the Blind. In our comments today we would like to include some of his ideas on individualized instruction. Since our present and future operations are and will continue to be prescribed by such documents we have drawn heavily from these documents for this presentation.

Rationale

If one can rightly presume that education is a personal matter and should be somewhat different for each person, then it follows that the process ought to be an individualized one. If we accept this premise we may further presume that for the handicapped child even more emphasis should be placed on personalizing and individualizing his learning experiences.

The utilization of an individualized education program recognizes the differences among students and acknowledges the different rates of learning. It also permits adaptation to the various styles of learning. The education program provides students with a blueprint for success and a sense of direction which is an excellent motivator. It will also insure maximal use of educational resources because all known resource are identified and selected in the developmental stage.

The mandate in Public Law 89-694 requires that the MSSD provide a comprehensive high school experience that is individualized for each student, and an experience that reflects the principles of open education as described in the MSSD Statement of Philosophy and Goals. To accomplish this, a system of educational and career planning is being developed that, for example, "imbues a sense of accountability, and utilizes approaches that are individualized and student oriented."[1]

The IEP Approach at MSSD

Basic to the system is the development of an educational plan which describes the current achievement level of the student and incorporates the level of educational achievement expected of him in accordance with the MSSD graduation requirements.

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[1] Statement of Philosophy and Goals for MSSD, May 13, 1974, pps. 5-6.

The educational plan specifies required and elective courses the student must take each term while at MSSD and projects the student's summer plans, graduation date and post secondary goals. The educational plan insures that the student receives every opportunity for meeting graduation requirements and obtaining a comprehensive high school education that will meet his/her individual needs.

The educational plan is developed jointly by the student and his/her advisor during the student's first term at MSSD, and is subject to the approval of the Principal's Office and the student's parents. The student and advisor review and revise this plan as needed, and at least once annually. The specifics to be identified in the educational plan are:

1. Description of the student's current level of achievement.
2. Graduation requirements.
3. Courses; required and elective.
4. Term by term break down of courses or subjects.
5. Work-Study and Off-Campus Study plans.
6. Summer term plans.
7. Projected graduation date.
8. Projected post secondary goals.

The process in the development of the plan begins with a meeting of the student and his/her advisor for an introduction to the educational plan concept. This orientation must be completed by the end of the first week of school. Included in this initial step is the completion of general interest surveys by the student and a discussion of the list of course offerings and a final review of the graduation requirements.

By the end of the eighth week the student and his or her advisor will have gathered enough data to discuss the student's goals, needs, and interests in depth. At this point the specifics of the educational plan will be addressed, with short and long range courses and experiences selected and made part of the plan. The plan will also project a graduation date at which time the student would be likely to complete his/her course of study.

By the eleventh week a copy of the proposed educational plan will be sent to the student's parents for review and consent. The approved plan is then filed in the Principal's Office and is used as a basis for monitoring the student's progress and performance. Once developed, the plan remains flexible and subject to change, since the process requires that the plan be reviewed, updated and revised annually.

Caveats

It is recognized that the development of an individualized education program is not necessarily a panacea for all the educational needs of the handicapped child. Some problems in preparing and implementing an IEP can be identified.

The possible wide variations among handicapped students may tax the limited resources of any single school or program in tailoring instruction to a student's needs. In many cases special supportive services will be mandatory if the education program is to be fully implemented, thus adding to the per student cost.

The implementation of the program requires the involvement of well trained teachers who possess the necessary skills to assess the student's strengths and weaknesses and to establish individualized educational objectives that relate to measurable, behavioral outcomes.

Even if the teachers possess these required skills, the dearth of reliable diagnostic instruments frequently precludes valid prescription of instructional strategies. And too, interpretation of results of existing standardized tests frequently have limited application or value for the purpose of developing an individualized education program for the handicapped child.

Finally, the IEP concept presupposes a certain degree of sophistication or preparedness on the part of the student to actively participate in the actual development of his/her education program. Where it is not possible for the student to become involved in the process due to either some brain dysfunction or communication disorder, the education program will be based solely on the teacher's evaluation of the student's needs and potential. In other cases, it will be difficult for the student to help formulate realistic goals because of retarded psycho-social development leading to an immature outlook on life.

Recommendations

In order to help alleviate some of the problems related to the planning and implementation of individualized education programs there must be realistic and open minded appraisal of the learning variables for each student. Teachers and other professionals who share the responsibility for accomplishing the plan must possess special skills. Teachers must be well versed in student assessment techniques, styles of learning and the prescription of a wide variety of instructional strategies that are tailored to a student's needs. Teachers must also be able to develop educational goals and objectives that are measurable and in behavioral terms as well as materials appropriate for the student that relate to specific objectives. If these skills are lacking the teachers must be given the opportunity to acquire the skills through in-service training.

The effectiveness of supportive services for handicapped students is directly proportional to the degree of expertise possessed by professionals such as psychologists, counselors, social case workers and health officials. Such personnel working with deaf students, for example, should be able to communicate with them in whatever mode is most effective for the student.

Specially developed assessment techniques and instruments need to be made available. They should take into consideration the unique characteristics of each handicap category. For example, a test which includes questions about music, the phenomenon of sound and other similar items would be inappropriate for deaf students.

Extentions of the IEP Concept

The MSSD is an educational program with a residential and commuting population. This coming year our school will accommodate eighty-one residential students and sixty-one day students. Although the IEP concept was formulated specifically for the classroom instruction of handicapped students, the MSSD recognizes the importance of the after class life of all residential students. Attempts have been made to extend the philosophy of "individualized instruction" into the residential program to some extent. It is accomplished by providing a variety of living arrangements to meet the unique emotional and educational needs of deaf students. Options include residence halls, training apartments, independent apartments at off-campus locations, group homes, and community family homes.

In January two new residence halls will be made available for occupancy by one-hundred fifty-five students. A special feature of the furnishings that will go into the new buildings is their modular design which will greatly facilitate the arrangement of each room in accordance with the occupants' tastes and preferences. It will be possible to arrange the furniture so that the sleeping areas will be relatively private with the study area more or less communal. Many combinations of furniture arrangements are possible with this modular design.

In addition to the physical aspects of the "individualized" process, a variety of evening activities are provided to afford the students a number of choices. Instead of requiring all students to attend a showing of captioned films en masse, they have the option to choose any one of the several scheduled activities which may include bowling, roller skating, captioned films, or activities scheduled by local community recreation centers, and many others. Although one hundred per cent (100%) individualization in this area is not feasible, there is much less regimentation with this type of program. After the MSSD has settled into its new facilities, additional possibilities for more personal approaches to life after class will be explored.

Conclusion

MSSD supports the spirit and intent of Public Law 94-142 and we are particularly pleased that special recognition has been made of the intermediate educational unit. This recognition will allow the handicapped child and his/her parents to select the most appropriate educational setting with intermediate educational units such as MSSD complementing state and local educational agencies.

The individualized education program is the main thrust of the law, the element which influences all other provisions. Given an appropriate educational setting, the "... least restrictive environment commensurate with their needs," the handicapped student could benefit a great deal from a realistic education program. If this is to occur, professionals with training related to specific handicaps, with skill in assessment and objective setting techniques and with knowledge of numerous instructional strategies must be employed.

A large step has been taken toward assuring relevant educational opportunities and protection of the rights of handicapped students in Public Law 94-142 and its provisions for an individualized education program.

INDIVIDUALIZED EDUCATION PROGRAM

NAME ______________________

MODEL SECONDARY SCHOOL FOR THE DEAF
Requirements for Graduation

The MSSD gives prime consideration to developing an individualized education program as described in Public Law 94-142, which meets each student's needs while also fulfilling specific graduation requirements. Through the development and completion of this plan the student is encouraged to obtain an optimum educational experience while at the Model Secondary School for the Deaf.

The student who accepts admission to the Model Secondary School for the Deaf is expected to meet the requirements for graduation listed below. Such requirements are designed for the student who, at age 13 or 14, enters the secondary program for the first time and remains for four or five years. Adjustments in the requirements are made for transfer students with equivalent high school experience.

GRADUATION REQUIREMENTS

SUBJECT	CURRICULUM UNITS*
English	8
Career Planning System	8
Social Studies	4
Science	4
Mathematics	4
Communications	4
Physical Education	
Gym Courses	4
Health	1
Work/Study	5
W/S Courses	2
Two part-time work experiences	2
One full-time, 9-week work experience	1
Electives	4
(completed in at least two different areas)	46 TOTAL

Prior to graduation, students must also earn curriculum units through successful completion of all courses they have projected in their education program. The education program for each student will be a written statement developed in a conference including the parent, the student, and a representative of the school. The program will include the present level of achievement of the student, annual goals and short term instructional objectives for the student and a projected graduation date. Upon completion of the program the student is eligible for graduation.

*A curriculum unit is based on successful completion of existing course objectives from MSSD Course Guides as individualized for each student.

MODEL SECONDARY SCHOOL FOR THE DEAF

Identification No.

Date

Last Name		First Name	Middle Initial		
Date of Birth	Sex	Date of Entry	STATUS (check one)		
			Senior	DEP	Other

PARENT OR GUARDIAN	SCHOOL PERSONNEL
Name	Advisor
Address	Coordinator
City, State, Zip	Counselor
Telephone (TTY) Home	Resident Advisor
Telephone (TTY) Office	Residence

STUDENT'S EDUCATIONAL HISTORY:

	Name of School City and State	Dates Attended	Type of School (residential, day, hearing, special classes)
Preschool			
Elementary			
Secondary			

STUDENT'S WORK HISTORY:

List all jobs held by this student before entering MSSD:

TYPE OF POSITION	DATES HELD

POST SECONDARY PLANS

After graduating from MSSD I would like to:

1. ☐ Go to college

    ☐ 4-year college

    ☐ Junior College (2-year college)

    ☐ Vocational program

2. ☐ Begin work (List any number of jobs you might be interested in)

    ____

    ____

    ____

    ____

3. ☐ Other (If you do not plan to go to school or work after graduation, explain what you want to do).

____

____

____

Comments/Revisions

____

____

____

____

DATE

____

Signature

Comments/Revisions

____

____

____

____

DATE

____

Signature

SPECIAL SERVICES

Listed below are the services that MSSD will provide the student in addition to the regular academic program.

1. ______________________ (Service) ____________ (Dates)

Remarks:

____________________ (School Personnel)

---

2. ______________________ (Service) ____________ (Dates)

Remarks:

____________________ (School Personnel)

---

3. ______________________ (Service) ____________ (Dates)

Remarks:

____________________ (School Personnel)

Possible Speical Services:

- Residence Program
- Psychological Testing
- Vocational Evaluation
- Personal Counseling
- Family Counseling
- Community Family Home Placement
- Medical Services
- Special Education Evaluations
- Advanced Study at Gallaudet College
- Cooperative Education
- Transportation Services
- Other Services As Needed

SPECIAL SERVICES

4. ______________________ (Service) ______________ (Dates)

Remarks:

______________________ (School Personnel)

---

5. ______________________ (Service) ______________ (Dates)

Remarks:

______________________ (School Personnel)

---

6. ______________________ (Service) ______________ (Dates)

Remarks:

______________________ (School Personnel)

---

7. ______________________ (Service) ______________ (Dates)

Remarks:

______________________ (School Personnel)

MODEL SECONDARY SCHOOL FOR THE DEAF

STUDENT TRANSCRIPT

IDENTIFICATION NO.	STUDENT'S NAME	ENTRY DATE

1975 - 76

Semester 3: 19__	Semester 4: 19__
Semester 5: 19__	Semester 6: 19__
Semester 7: 19__	Semester 8: 19__

STUDENT ______________________ PROJECTED GRADUATION DATE ____________

INDIVIDUALIZED EDUCATION PROGRAM

DATE ______________________

SUBJECT AREA	19___ - 19___		19___ - 19___		19___ - 19___		19___ - 19___		GRADUATION (Semesters)	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	Req.	Comp.
ENGLISH	☐	☐	☐	☐	☐	☐	☐	☐	8	1 2 3 4 5 6 7 8
SOCIAL STUDIES	☐	☐	☐	☐	☐	☐	☐	☐	4	1 2 3 4
SCIENCE	☐	☐	☐	☐	☐	☐	☐	☐	4	1 2 3 4
MATHEMATICS	☐	☐	☐	☐	☐	☐	☐	☐	4	1 2 3 4
COMMUNICATIONS	☐	☐	☐	☐	☐	☐	☐	☐	4	1 2 3 4
PHYS. EDUCATION	☐	☐	☐	☐	☐	☐	☐	☐	5	1 2 3 4 5
ELECTIVES		☐	☐	☐	☐	☐	☐	☐	4	1 2 3 4
1.	☐	☐	☐	☐	☐	☐	☐	☐		
2.	☐	☐	☐	☐	☐	☐	☐	☐		
3.	☐	☐	☐	☐	☐	☐	☐	☐		
4.	☐	☐	☐	☐	☐	☐	☐	☐		
CAREER PLANNING	☐	☐	☐	☐	☐	☐	☐	☐	8	1 2 3 4 5 6 7 8
WORK STUDY	☐	☐	☐	☐	☐	☐	☐	☐	5	1 2 3 4 5
SUMMER TERM	___ Work/Study ___ Outdoor Educ. ___ Special study in ________ ___ Coursework in ________		___ Work/Study ___ Outdoor Educ. ___ Special study in ________ ___ Coursework in ________		___ Work/Study ___ Outdoor Educ. ___ Special study in ________ ___ Coursework in ________		___ Work/Study ___ Outdoor Educ. ___ Special study in ________ ___ Coursework in ________			Record completed credits under courses or Work/Study above.
									TOTAL	TOTAL
EXTRACURRICULAR ACTIVITIES	1. 2. 3.		1. 2. 3.		1. 2. 3.		1. 2. 3.			

STUDENT'S SIGNATURE ______________________ ADVISOR'S SIGNATURE ______________________

COORDINATOR'S SIGNATURE ______________________ PARENTS' SIGNATURES ____________ / ____________

PARENT CONTACTS

(Listed below are the important parent contacts relevant to revisions in the I.E.P.)

1. ______________________ (Contact) ______________ (Date)

Reason:

Remarks:

______________________ (School Personnel)

2. ______________________ (Contact) ______________ (Date)

Reason:

Remarks:

______________________ (School Personnel)

3. ______________________ (Contact) ______________ (Date)

Reason:

Remarks:

______________________ (School Personnel)

4. ______________________ ______________
(Contact) (Date)

Reason:

Remarks:

____
(School Personnel)

---

5. ______________________ ______________
(Contact) (Date)

Reason:

Remarks:

____
(School Personnel)

---

6. ______________________ ______________
(Contact) (Date)

Reason:

Remarks:

____
(School Personnel

---

7. ______________________ ______________
(Contact) (Date)

Reason:

Remarks:

____
(School Personnel)

STUDENT ______________________ TERM ______________________

ADVISOR ______________________ COORDINATOR ______________________

COUNSELOR ______________________

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ADVISOR	ADVISOR	ADVISOR	ADVISOR	ADVISOR
Period 1 9:12 - 9:57					
10:00 - 10:12	INTERACT	INTERACT	INTERACT	INTERACT	INTERACT
Period 2 10:15 - 11:00					
Period 3 11:03 - 11:48					
Period 4 11:51 - 12:36					
Period 5 12:39 - 1:24	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 6 1:27 - 2:12					
Period 7 2:15 - 3:00					

Series R
Number 2

THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND THE DEMOGRAPHIC CHARACTERISTICS OF HEARING IMPAIRED CHILDREN AND YOUTH

CARL JENSEMA

ABSTRACT

Academic achievement test data from a nationwide stratified random sample of 6,873 students enrolled in special educational programs for the hearing impaired in spring, 1974, were considered in relation to the demographic characteristics of the students. After statistical rescaling to eliminate the influence of age, the data clearly showed some strong relationships between test scores and such demographic variables as age at onset of the hearing loss, the cause of the loss, the degree of the loss (as better ear average), additional handicapping conditions, ethnic background, and type of special educational program.

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Gallaudet College

Washington, D.C

September, 1975

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THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND THE DEMOGRAPHIC CHARACTERISTICS OF HEARING IMPAIRED CHILDREN AND YOUTH

INTRODUCTION

In the spring of 1974 the Office of Demographic Studies (ODS) at Gallaudet College in Washington, D.C., conducted a nationwide achievement test standardization program for hearing impaired students. This testing program utilized the 1973 Stanford Achievement Test, Special Edition for Hearing Impaired Students (SAT-HI). The SAT-HI was administered to a carefully selected stratified random sample of 6,873 students in special educational programs for the hearing impaired. Extensive demographic information on these students was also collected. Detailed descriptions of the 1974 standardization program and of the development of the SAT-HI will be available in the near future. The results of two earlier testing programs can be found in ODS publications D-1, D-2, D-8, D-9, D-11, and D-13.

The SAT-HI has six separate battery levels, each battery level containing subtests whose content and difficulty are appropriate for students at various levels of elementary education. There are four subject areas which are tested at all six battery levels and which may be considered as "core" areas: vocabulary, reading comprehension, mathematics concepts, and mathematics computation. This paper will concentrate on the four "core" areas and attempt to relate achievement in them to a number of important demographic variables.

The raw scores obtained on the SAT-HI subtests are, of course, not directly comparable either across subtests or across battery levels. A number of derived scores are available, however, and those referred to as "scaled scores" are the most appropriate for the present purpose. These scaled scores were developed by the test publisher, Harcourt Brace Jovanovich, Inc., through an application of Thurstone's absolute scaling method. A scaled score of 132 was set to correspond to the median raw score obtained by normal hearing students in the second month of the third grade. Similarly, a scaled score of 182 was set to correspond to the median raw score of normal hearing students in the second month of the eighth grade. Each scaled score unit then represents an equal amount of academic growth for normal hearing students, using the specified five year period as a baseline. The advantage of scaled scores over other types of derived scores is that they provide equal interval units of growth which are comparable from battery to battery and which are thus more appropriate for statistical manipulation than are grade equivalents or other more commonly used normative scores.

AGE

Obviously, any analysis of academic achievement must give consideration to the age of the students. Of the 6,873 subjects in this study, the age of two students was unknown, and these two were eliminated from further analysis. Table 1 gives a breakdown of the 6,871 remaining students by age and also gives scaled score means and standard deviations for each age group on each of the four subtest areas. Notice that age groups 9 and 15 have an unusually large number of students. These age groups correspond to the rubella epidemics of 1964 and 1958.

TABLE 1: SCALED SCORE STATISTICS BY AGE GROUP ON EACH OF FOUR ACHIEVEMENT SUBTESTS*

Age	Total Number of Students	Vocabulary			Reading Comprehension			Math Concepts			Math Computation		
		N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Under 8	108	103	91.7	11.7	102	109.2	12.5	105	97.9	16.8	94	116.6	12.4
8	530	520	92.8	13.5	514	113.3	10.6	520	104.7	17.8	499	119.4	12.7
9	1,395	1,358	92.8	13.8	1,351	114.6	11.1	1,348	106.8	17.5	1,288	122.5	13.7
10	520	513	98.7	17.6	508	119.9	14.3	505	117.8	20.3	500	131.4	17.5
11	436	429	101.6	18.3	428	123.1	15.5	428	122.7	20.0	428	137.7	19.7
12	484	479	104.7	21.2	475	127.6	17.7	478	129.2	23.5	474	145.6	21.6
13	500	489	106.7	22.4	485	128.6	19.2	486	131.8	23.5	482	150.8	22.1
14	580	569	110.7	25.1	569	132.0	20.7	571	135.7	26.6	565	155.9	24.5
15	801	793	113.2	25.4	792	134.8	22.5	791	140.1	28.1	787	158.8	24.2
16	496	491	119.8	31.3	492	139.0	24.8	491	147.6	30.3	489	164.8	25.3
17	394	393	122.1	30.8	394	142.9	24.9	393	152.1	32.9	391	169.5	26.7
18	319	318	125.6	33.5	317	145.3	25.5	315	154.5	32.8	319	170.9	26.6
19	194	194	126.9	29.1	194	144.2	23.0	194	154.2	30.9	194	172.0	24.7
Over 19	114	114	129.6	29.2	114	148.4	24.4	112	160.0	29.8	113	177.1	24.7
All Ages	6,871	6,763	106.4	25.4	6,735	127.4	21.6	6,737	128.2	30.2	6,623	145.3	28.0

* For comparison purposes, it should be remembered that a scaled score of 132 corresponds to the median raw score obtained by a normal hearing student at the 3.2 grade level and a scaled score of 182 corresonds to the median raw score obtained by a normal hearing student at the 8.2 grade level.

From Table 1 it appears that hearing impaired children in special educational programs make relatively limited progress academically and that the differences among individual students, as measured by the standard deviation of each age group, increase markedly as the students become older. The slow progress of hearing impaired students is especially apparent when it is compared with the typical progress of students with normal hearing. For example, in the 10 year period from age 8 to age 18 the average hearing impaired student increases his vocabulary score only as much as the average normal hearing student does between the beginning of kindergarten and the latter part of the second grade. During the same period of time the scaled score standard deviations increase from 13 to 33 points. Similar results may be seen in the other three subtest areas. Very few hearing impaired students show progress on a par with their hearing age-mates. The point of interest in the remainder of this paper is to determine what demographic characteristics other than age are related to educational achievement.

To do this, the influence of age on the scores must be eliminated so that the entire sample of 6,871 students may be considered as a single group with scores which are comparable regardless of student age. The easiest way to do this is to take each student's scaled score on a subtest, subtract the mean score for his/her age group, and then divide by the standard deviation of the subtest for that age group. This yields an age-deviation score which has a mean of zero and a standard deviation of one. It may be interpreted as a student's deviation from the mean of his or her age group. Since each age group now has its scores on the same scale, the age-deviation scores obtained may now be considered without regard to the student's age.

Table 1 indicates that not all students completed all tests. If it is assumed that students with missing scaled scores have academic achievement distributed in the same way as other students in their age group, the missing scaled scores may be replaced by an age-deviation score of zero. In effect, the assumption is made that students with missing scores are "average" students.

The statistical result of this is to reduce the standard deviation very slightly. The final data on the 6,871 students yielded an age-deviation score standard deviation of approximately .99 on each of the four subtests.

In order to interpret the age-deviation scores meaningfully in the remainder of this paper it is necessary to have a firm grasp of their nature. As was mentioned earlier, the age-deviation score of a student on a particular subtest represents the student's deviation from the mean for his or her age group in that academic area. The age-deviation scores in this study are approximately normally distributed and may be interpreted as though normal. For example, a score of 1.00 places a student in the 84th percentile while a score of -1.00 would place the student in the 16th percentile of his or her age group.

SEX

The means and standard deviations of the age-deviation scores according to the students' sex are given in Table 2. In each area females do slightly better than males. In practical terms, Table 2 indicates that there is no meaningful difference in academic achievement of hearing impaired males and females, except possibly in the area of reading comprehension.

TABLE 2: AGE-DEVIATION SCORES BY SEX

Sex	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Male	3,667	-.03	.99	-.09	1.00	-.02	.99	-.03	.98
Female	3,204	.04	.98	.10	.96	.02	.98	.03	.97
Both Sexes	6,871	.00	.99	.00	.99	.00	.99	.00	.98

AGE AT ONSET OF THE HEARING LOSS

The next variable to be considered is the student's age at the onset of the hearing loss. The great majority of students in special educational programs for the hearing impaired have had a hearing loss from the time they were born. Further, those children who lose their hearing at a later age are also less likely to be enrolled in a special educational program. One of the most important considerations related to age at onset of a hearing loss is the degree to which language development has progressed. In general, the better a child's grasp of language fundamentals, the better equipped he or she will be to take advantage of the prevalent education environment. Correspondingly, the later the age at which a child suffers a hearing loss, the better the child's language development may be expected to be. For this reason, researchers frequently divide age at onset of hearing loss into three categories: at birth, birth through age two, and age three or over. These categories are assumed to correspond to a child's exposure to spoken language prior to the onset of a hearing loss; they might also be roughly labeled as no language exposure, prelingual, and postlingual, respectively.

Table 3 gives the mean and standard deviation of the age-deviation scores for each academic area according to the three age at onset categories discussed above. This table also contains a sizeable fourth category composed of those students whose age at onset is either unknown or not reported. From Table 3 it is apparent that those whose hearing loss occurred after age three have higher age-deviation mean scores and a larger standard deviation in all academic areas being considered except mathematics computation, the subtest which is the least dependent on language skills. Further, notice that the greatest difference of mean age-deviation scores among the three categories is found in vocabulary, the subtest most dependent on spoken language.

TABLE 3: AGE-DEVIATION SCORES BY AGE AT ONSET OF THE HEARING LOSS

Age at Onset	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
At Birth	4,433	-.01	.94	.01	.95	.02	.97	.04	.98
Birth through Age 2	1,123	-.18	.91	-.16	.86	-.15	.93	-.10	.95
Age 3 or Over	362	.30	1.32	.20	1.27	.13	1.08	.02	.98
Unknown	953	.17	1.07	.06	1.12	.02	1.04	-.06	.99
All Onsets	6,871	.00	.99	.00	.99	.00	.99	.00	.98

One interesting result shown in Table 3 is that those students who had a hearing impairment from birth did better than those whose loss occurred after birth but before age three. There are a number of possible explanations for this which are not directly related to exposure to spoken language. For example, heredity was reported as a cause of loss for more than 13% of the 4,433 students whose hearing impairment was present at birth. Since the genetic nature of inherited deafness often goes undetected, especially in cases of recessive inheritance, the 13% rate of reported occurrence is almost certainly an underestimate. Children reported as having an inherited hearing impairment are known to have a low incidence of additional handicapping conditions (Jensema & Mullins, 1974) and may have a higher mean IQ (Brill, 1960, 1970), both obviously important factors in the achievement of hearing impaired students. They are also more likely to have parents who are experienced with the condition of hearing impairment and who consequently may be better able to provide educational and personal guidance for the child.

CAUSE OF THE HEARING LOSS

Table 4 gives the age-deviation score mean and standard deviation of each subtest area for those students for whom one or more specific causes of hearing loss were reported. Those students reported as having an inherited hearing loss clearly have academic achievement which is superior to those with other reported causes except mumps and otitis media. These two exceptions are both diseases which tend to strike at a later age when the child has already experienced substantial language development.

TABLE 4: AGE-DEVIATION SCORES BY REPORTED CAUSE OF HEARING LOSS

Cause of Hearing Loss	N*	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Rubella	1,334	-.04	.92	-.01	.94	-.05	.94	-.06	.82
Pregnancy Complications	223	.01	.90	.00	.92	.02	.96	.00	.84
Prematurity	334	-.18	.87	-.27	.86	-.28	.88	-.30	.78
Rh Incompatibility	189	-.06	1.07	.05	1.02	.06	.92	.02	.91
Birth Trauma	140	-.10	.79	-.02	.87	-.13	.91	-.10	.80
Heredity	607	.24	1.01	.33	1.01	.37	1.00	.33	.90
Meningitis	418	-.10	.96	-.09	.97	-.07	.98	-.09	.86
Mumps	41	.46	1.38	.57	1.24	.34	1.11	.42	1.12
Measles	139	.01	1.07	-.02	1.00	.00	1.05	-.02	.95
Otitis Media	72	.48	1.28	.32	1.26	.27	1.19	.29	1.11
Trauma after Birth	74	.12	1.17	-.01	1.06	-.05	1.13	-.06	1.05
Fever	158	-.01	1.05	.00	1.07	-.03	1.04	-.01	.94
Infection	94	.07	1.38	.01	1.36	-.05	1.19	-.09	1.16
Other	257	.02	.92	.04	1.03	.06	.88	.02	.84
Cause Unknown or Unreported	3,120	.00	.99	-.03	.98	-.03	.99	-.02	.97
All Students	6,871	.00	.99	.00	.99	.00	.99	.00	.98

* The N's reported will add up to more than the total because multiple causes were reported for some students.

In considering Table 4 it is important to note that for a large number of hearing impaired students the cause of the hearing loss is unknown or unreported. In this study 3,120 of the 6,871 students (45%) had no known reported cause. The means for this group closely parallel the means for the total sample.

DEGREE OF HEARING LOSS

Table 5 presents the mean and standard deviation of the age-deviation scores according to the five hearing loss categories suggested by the Committee on Conservation of Hearing of the American Academy of Ophthalmology and Otolaryngology in 1965 (Davis & Silverman, 1970). A sixth category composed of students for whom a specific hearing loss value was not reported is also given in the table. The results shown in Table 5 give a very clear indication of the effect of hearing loss on academic achievement. The mean age-deviation score steadily declines as the degree of hearing loss becomes more severe. This tendency is apparent in all subtest areas but is most profound in vocabulary and least apparent in mathematics computation. This finding reinforces an observation which has been made many times in the literature: hearing impairment manifests itself in retardation of language skill aquisition and this retardation tends to be directly related to the degree of hearing loss.

TABLE 5: AGE-DEVIATION SCORES BY DEGREE OF HEARING LOSS

Hearing Loss in ISO-dB	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Normal (<27dB)	64	1.28	1.27	.78	1.11	.50	.89	.19	.86
Mild (27-40dB)	140	.85	1.36	.65	1.30	.58	1.11	.28	1.04
Moderate (41-55dB)	367	.59	1.10	.51	1.16	.39	.98	.24	.92
Moderately Severe (56-70dB)	775	.22	1.06	.18	1.11	.16	1.02	.08	1.02
Severe (71-90dB)	1,838	-.03	.94	.02	.97	-.04	.98	-.02	.98
Profound (>90dB)	3,464	-.16	.88	-.12	.87	-.09	.94	-.04	.96
Unknown	223	.14	1.08	.00	1.07	.11	1.08	-.07	1.07
All Students	6,871	.00	.99	.00	.99	.00	.99	.00	.98

One other aspect of Table 5 deserves comment. In the mathematics subtests those students who have a mild hearing loss have higher mean age-deviation scores than those whose loss is within normal limits. There are several possible reasons for this. First, the hearing loss categories refer to better ear averages. It is quite possible that many students in the "normal" category have a unilateral hearing loss; while they may have only a mild loss in one ear, they may have a profound loss in the other ear. If they had only a slight loss in both ears it is unlikely that they would require enrollment in a special educational program for the hearing impaired. Second, if a student has only a slight hearing loss in both ears and still requires enrollment in a special program, it is likely that there is some other handicap or condition which necessitates special education.

ADDITIONAL HANDICAPPING CONDITIONS

Of the 6,871 students in the sample, 1,843 (27%) were reported as having at least one educationally significant additional handicapping condition. Table 6 gives the age-deviation score means and standard deviations of the subtests for nine specific types of educationally significant additional handicapping conditions. For each subtest every

TABLE 6: AGE-DEVIATION SCORES BY REPORTED SPECIFIC EDUCATIONALLY SIGNIFICANT ADDITIONAL HANDICAPS

Additional Handicapping Conditions	N*	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Brain Damage	145	-.30	.80	-.37	.84	-.50	.88	-.58	.93
Cerebral Palsy	197	-.19	1.08	-.28	1.12	-.34	1.02	-.41	.97
Epilepsy	51	-.33	.75	-.43	.78	-.32	.80	-.46	.86
Heart Disorder	179	-.25	.84	-.30	.85	-.35	.89	-.34	.84
Mental Retardation	339	-.54	.64	-.75	.75	-.86	.78	-.95	.79
Orthopedic	113	-.15	1.06	-.28	1.12	-.45	1.04	-.59	1.02
Perceptual Motor	382	-.21	.75	-.36	.80	-.39	.82	-.43	.84
Emotional/ Behavioral	509	-.22	.87	-.29	.77	-.36	.83	-.38	.82
Visual	380	-.16	.92	-.18	.95	-.28	.97	-.31	.92
Other	291	-.14	.89	-.15	.92	-.20	.93	-.25	.93
None	5,028	.08	1.01	.11	1.00	.13	.98	.14	.96
All Students	6,871	.00	.99	.00	.99	.00	.99	.00	.98

* The N's reported will add up to more than the total because multiple additional handicapping conditions were reported for some students.

condition has a mean age-deviation score well below that of the total sample. Interestingly, the mean scores of students reported as having an additional handicapping condition tend to be lower for the mathematics subtests than for the language subtests. This would seem to indicate that when additional handicapping conditions are present, the simple concept of language deprivation influencing achievement scores is no longer sufficient. Each particular condition influences the educational process (and, indeed, the student's entire life style) in its own special way. As the number of additional handicapping conditions increases, the more complex the educational issue becomes.

To get some idea of how each additional handicapping condition adds to the complexity of the situation, the data may be divided into categories according to the number of conditions reported. In Table 6 notice that those students reported as being mentally retarded have mean age-deviation scores which are much lower than the mean scores of students with other reported handicapping conditions. For these scores to be meaningful, the students reported as being mentally retarded must be considered separately. Table 7 gives the age-deviation score means and standard deviations by the number of educationally significant handicapping conditions reported, excluding those students who were reported as being mentally retarded.

TABLE 7: AGE-DEVIATION SCORES BY NUMBER OF EDUCATIONALLY SIGNIFICANT ADDITIONAL HANDICAPPING CONDITIONS (EXCLUDING STUDENTS WITH REPORTED MENTAL RETARDATION)

Number of Reported Handicapping Conditions in Addition to Hearing Impairment	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
None	5,028	.08	1.01	.11	1.00	.13	.98	.14	.96
One	1,111	-.14	.90	-.16	.89	-.18	.89	-.19	.89
Two	298	-.20	.90	-.24	.83	-.34	.88	-.39	.83
Three	72	-.22	.87	-.42	.93	-.53	.88	-.59	.82
Four or More	23	.05	1.00	-.13	1.21	-.45	1.18	-.49	.97
All Students	6,871	.00	.99	.00	.99	.00	.99	.00	.98

With the exception of 23 students reported as having four or more handicapping conditions in addition to hearing impairment, the mean scores in Table 7 steadily decline with each extra condition. This drop in mean score is most apparent in the mathematics computation subtest and least apparent in vocabulary. The scores of those few students in the four-condition category should probably be viewed with some suspicion. The sample is very small, and the individual capacities of the students become very complex. There is also considerable doubt concerning the reliability and validity of ordinary paper and pencil tests for a hearing impaired student having at least four other educationally significant handicapping conditions.

ETHNIC BACKGROUND

Another demographic variable which relates to academic achievement is ethnic background. The majority of the students in this study (65%) were classified as "white"; 30% were from minority backgrounds, and 5% had no ethnic background reported. Table 8 gives the age-deviation score statistics of each subtest area for each ethnic group. The white group had much higher mean age-deviation scores in all subtest areas than did the other groups. This is consistent with what is usually found in educational achievement studies involving hearing students.

The data presented in Table 8 demonstrate some interesting differences in academic achievement among the minority groups. In general, the small group of Asian-Americans have a higher achievement level than the other minority groups. The differences in mean age-deviation scores are greatest for the mathematics computation subtest. The highest and lowest mean scores on this particular subtest were obtained by Asian-Americans and blacks, respectively. On the vocabulary and reading subtests the lowest mean scores were obtained by students of Spanish-American descent. It is possible that this relates, at least in part, to the use of Spanish as the principal language in the homes of some of these students.

TABLE 8: AGE-DEVIATION SCORES BY ETHNIC BACKGROUND

		Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
Ethnic Background	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
White	4,481	.13	1.00	.20	.98	.20	.98	.20	.95
Black	1,149	-.20	.93	-.42	.84	-.43	.87	-.48	.85
Spanish-American	838	-.35	.87	-.46	.86	-.40	.85	-.38	.87
American Indian	49	-.30	.76	-.25	.86	-.29	.93	-.17	.83
Asian-American	31	-.19	.75	-.09	.80	.10	1.04	.41	1.18
Other	8	.13	.34	.03	.80	.01	1.01	-.26	1.37
Not Reported	315	-.03	.92	-.09	1.02	-.12	1.01	-.10	1.03
All Students	6,871	.00	.99	.00	.99	.00	.99	.00	.98

TYPE OF EDUCATIONAL PROGRAM

A discussion of the academic achievement of hearing impaired students would not be complete without investigating differences according to the types of special educational programs the students attend. Nine program classifications have been used. The age-deviation score means and standard deviations for each of these program types are given in Table 9. The classifications used should be largely self-explanatory to those involved in education of the hearing impaired. However, the following list gives a working description of each program type as used by the Office of Demographic Studies:

1. Residential School for Deaf Students: A school facility in which hearing impaired students are educated, housed and cared for. The program is intended exclusively for hearing impaired students.
2. Day School for Deaf Students: A facility where all classes are conducted in a building(s) exclusively for hearing impaired students, all of whom live at home and attend school during the day.
3. Full-Time Special Educational Classes: Special classes consisting entirely of hearing impaired children. Classes are located in an elementary or secondary school building in which hearing children also attend classes.
4. Part-Time Special Educational Classes: The student's time is spent partly in special educational classes consisting entirely of hearing impaired students and partly in regular classes with hearing children.
5. Itinerant Program: Hearing impaired student is enrolled in a regular class with hearing students. In addition, he/she receives the services of an itinerant teacher of the hearing impaired.
6. Resource Room: A special classroom located in a regular school for hearing children which contains personnel, services and facilities specifically designed for hearing impaired students. Student participates in regular classroom activities and receives special help in resource room as needed.
7. Speech and Hearing Clinic Services: Hearing impaired child receives clinical services such as auditory or speech training generally on an individual basis.
8. Other: This is a "catch-all" category for hearing impaired students whose educational program does not quite fit into the above categories. Most of these students are in regular classes full time but may receive some minimal special help such as tutoring or speech therapy.
9. Multiply Handicapped Program: School is primarily for multiply handicapped students and has a special program for hearing impaired students with additional handicaps.

In Table 9 there seems to be a rough inverse correspondence between the amount of time a student spends in special education for his hearing impairment and the mean age-deviation scores on the subtest. This is to be expected, since the better students should need less special educational support. However, a real comparison of program types must take into consideration the differences in demographic makeup of the students from school to school. There are many ways of weighting variables such as the ones used in this study. Probably the simplest acceptable way is to subtract the mean age-deviation score of each relevant demographic category to which a student belongs from that student's age-deviation score. In this study, correction was made for degree of hearing loss, age at onset of loss, number of additional handicapping conditions, presence of mental retardation, and reported ethnic background. The method of correction used tends to preserve the overall mean while reducing the standard deviation of the population's age-deviation scores. It must be emphasized that the age-deviation score adjustments were based on only a few of the most important demographic variables and the method used was only one of many such methods which could have been applied. The purpose of the adjustment was to demonstrate that much of the discrepancy in mean academic achievement among different program types is attributable to various characteristics of the students rather than to differences in the quality of teaching or the particular method of teaching.

TABLE 9: UNADJUSTED AGE-DEVIATION SCORES BY TYPE OF SPECIAL EDUCATIONAL PROGRAM

Type of Special Educational Program	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Residential School	3,073	-.15	.83	-.08	.83	-.08	.90	-.04	.91
Day School	1,018	-.29	.93	-.36	.88	-.32	.95	-.30	.91
Full-Time Special Education Class	1,975	.08	.95	.02	1.02	.05	.98	.03	1.01
Part-Time Special Education Class	329	.50	1.17	.63	1.14	.54	1.07	.46	1.06
Itinerant Program	215	1.26	1.28	1.16	1.28	.94	1.08	.65	1.02
Resource Room	192	.47	1.18	.45	1.03	.37	1.01	.24	1.00
Speech and Hearing Clinic	28	.60	1.11	.36	1.06	.47	1.04	.24	.97
Other	29	1.62	1.77	1.35	1.62	.96	1.26	.76	1.06
Multiply Handicapped Program	12	.20	.74	-.02	1.02	.08	.91	.11	1.05
All Types	6,871	.00	.99	.00	.99	.00	.99	.00	.98

The means and standard deviations of the adjusted age-deviation scores by type of special educational program attended are given in Table 10. Comparison of Table 10 with Table 9 shows a considerable narrowing of the discrepancy among the means of the various program types. The most striking changes over subtests are found in the language-related areas of vocabulary and reading. Among the program types the greatest changes resulting from the age-deviation score adjustments are for the "itinerant" and "other" categories. This is not surprising, since these two types of programs have more students with mild hearing loss, later age at onset, and no additional handicapping conditions, a set of circumstances which would be expected to produce large score changes when the correction procedure is applied.

TABLE 10: ADJUSTED AGE-DEVIATION SCORES BY TYPE OF SPECIAL EDUCATIONAL PROGRAM

Type of Special Educational Program	N	Vocabulary		Reading Comprehension		Math Concepts		Math Computation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Residential School	3,073	-.09	.82	-.06	.78	-.10	.84	-.09	.84
Day School	1,018	-.13	.91	-.14	.82	-.11	.91	-.11	.86
Full-Time Special Education Class	1,975	.04	.90	-.01	.93	.02	.89	.02	.91
Part-Time Special Education Class	329	.24	1.09	.37	1.05	.31	.99	.28	.98
Itinerant Program	215	.69	1.23	.71	1.20	.56	1.02	.42	.94
Resource Room	192	.19	1.07	.22	.97	.17	.93	.13	.92
Speech and Hearing Clinic	28	.18	.96	.10	1.04	.25	1.00	.17	.89
Other	29	.95	1.53	.82	1.45	.51	1.09	.49	1.04
Multiply Handicapped Program	12	.34	.70	.15	1.05	.29	.87	.34	1.04
All Types	6,871	.00	.92	.00	.89	-.01	.89	-.02	.89

The various program types clearly differ according to the number and kinds of special educational services they offer. For example, day schools are more likely than residential schools to offer highly specialized classes for multiply handicapped hearing impaired children; and partly as a manifestation of this, day schools enroll a higher percentage of multiply handicapped students (Gentile & McCarthy, 1973). Ethnic background is another demographic variable which is related to day school versus residential school differences. Probably as a result of socio-economic factors and geographic distribution, a higher percentage of non-whites attend day schools (Ries, Bateman & Schildroth, 1975). Different types of programs enroll different types of students, and the mean age-deviation scores obtained for the program categories in this study reflect these differences.

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THE OFFICE OF DEMOGRAPHIC STUDIES

The Office of Demographic Studies was established in 1968 to serve as a national statistical center for the field of deafness. Its purpose is to collect, analyze, and publish information on hearing impaired persons, to provide tabulations, national sampling frames, and other data-oriented services to special educational programs and to professionals in the field, to collaborate in cooperative research projects, and to serve as consultant and resource for projects involving data collection and analysis.

The data collected by the Office are confidential; no information which would permit the identification of an individual or cooperating school as the source of that information is ever released without the necessary written permission. Within the limits of this confidentiality, the Office actively encourages the use of its information and services by administrators, researchers, teachers, and others providing services to hearing impaired persons.

In its work of developing and disseminating useful information, the Office has the benefit of the guidance and advice of its National Advisory Committee, whose names are listed earlier in this publication. Among its members are hearing and deaf individuals, administrators, teachers and specialists from other areas within the field of hearing impairment. Every attempt is made to maintain a wide diversity of interests and competencies, as well as geographic representation, among its members.

Funding for the Office comes from the Department of Health, Education, and Welfare as part of its substantial support for the programs and services of Gallaudet College. The College is an equal opportunity/affirmative action employer.

The Office of Demographic Studies has published various articles and monographs on hearing impaired students. For further information contact:

Office of Demographic Studies
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002
Phone: (202) 447-0301

Series R
Number 2

RESEARCH BULLETIN:
The Relationship between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth

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Annual Survey of Hearing Impaired
Children and Youth
Gallaudet College
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SUPPLEMENTS

Annual Report, Model Secondary School for the Deaf, 1975-1976.

Statement of Philosophy, Model Secondary School for the Deaf, 1974.

STATEMENT OF PHILOSOPHY

The Model Secondary School for the Deaf

May 1974

In accordance with Public Law 89-694, an Agreement between the Department of Health, Education, and Welfare and Gallaudet was signed on May 16, 1969, authorizing the establishment, construction, equipping, and operation of a Model Secondary School for the Deaf to be located on the campus of Gallaudet College.

The legislative mandate reflected within the public law assigns the MSSD the interrelated goals of: (a) serving as a laboratory for educational experimentation and change by developing and validating innovative management and instructional models designed to prepare deaf adolescents for post-secondary and/or vocational pursuits and to provide deaf adolescents the skill necessary to become effective members of the society; and (b) disseminating working models throughout the field of education of the deaf in order to have an impact upon the education of more than 60,000 deaf students in schools and programs, their parents and the 10,000 professional persons in education of the deaf and related disciplines.

The MSSD educational programming is based upon the notion that more than direct instruction is needed to accomplish the task of education. A Model School concept as envisioned by the MSSD is interactive requiring the development and use of models which acknowledge and engage the natural forces impinging on the student, family and community, as well as existing educational resources. The MSSD assumes that the milieu itself -- the human and non-human environment, cultural patterns with their explicit and implicit values -- promotes and encourages, in conjunction with instructional, residential, and related components, the growth of academic competence and the ability to function well in the social environment. Thus; the activity of instruction at the MSSD is seen as inseparable from the activities of other major elements in the school, (e.g. media, residence program, work-study program, social work, counseling and comprehensive health services). Each element is a major and valuable contributor; however, it is the relationship among the elements which enhances qualitatively the efforts of each and is the indispensable factor in the educational process at the MSSD.

The development of effective models requires the use of both human and non-human resources. Exceptionally competent professional representatives of the varied areas of specialization within the field of education are necessary for flexible, innovative models to evolve through team efforts. A student body representative of schools and programs for deaf adolescents nationally is an integral and important aspect of the human resource requirement. The physical facilities need to be both functional and adaptable for working models to evolve.

These models will be continuously developed, evaluated, and refined such that the programs will be current and relevant prior to an extensive program of dissemination to all secondary programs for the deaf throughout the Nation. As would be expected in any experimental program, various models may be identified during evaluation as being either workable or inadequate, and complete information will be disseminated.

Dissemination may take various forms: through the publication of information and instructional materials; through the inclusion of people from the profession in the programs at the MSSD for the purpose of working with materials and staff; and through the involvement of the MSSD staff personnel in other schools and programs for the purpose of demonstrating materials and methods. This is dissemination at its highest level; it requires a continuous flow of information and human resources into and out of the school; in essence, an interaction between the school and its constituency which, in this case, is the profession of education of the deaf.

In summary, to perform its tasks appropriately, the major activities of the Model Secondary School for the Deaf must focus upon the stated goals: the development of models in all areas of operation and the dissemination of effective models to the profession of education of the deaf, and the education of its student body. The ultimate measure of how well the MSSD achieves these goals will be the success of the MSSD students while they are enrolled in the program and while they are pursuing post-secondary training and/or vocational pursuits, and the improved performance levels of deaf students throughout the Nation who are exposed to the models.

GENERAL OBJECTIVES

The MSSD has for its objectives the creation (A) of an environment and (B) of curriculum and instruction which together will enable the student to achieve (C) certain outcomes. The term "student" embraces not only those at MSSD but students in all schools for the deaf which accept and use the materials and models disseminated by MSSD.

A. The MSSD will create an environment which:

1. Fosters careful experimentation with a variety of models. Specifically:

   a. All aspects of the MSSD will be open to experiment (instruction, curriculum, residence programs, management approaches, etc.).
   b. Serious consideration will be given to experimental proposals from staff, students and others interested in the education of deaf youths.
   c. The resources of the MSSD will be allocated for experimental purposes in amounts appropriate to the major goals of the MSSD.
   d. It will be recognized that experimentation and the operation of the MSSD are mutually dependent, since experiments need the MSSD for a laboratory and the MSSD needs experiments if it is to improve.
   e. Each experiment will be carefully planned and controlled, and objectives evaluated.
   f. All experiments will be carefully examined for possibly detrimental effects upon the education of the students at the MSSD.
   g. The national need for a specific program will be considered before experimenting with it.
   h. All experiments will be documented for purposes of dissemination both within and outside of the MSSD.
   i. Not only will new programs be originated by MSSD; existing programs will be adapted and tried out.

2. Fosters an atmosphere of naturalness and openness among both staff and students. Specifically:

   a. Each person in the school will be recognized as an individual to be treated with respect and dignity.
   b. Artificial barriers of position, seniority and hierarchy will be lowered.
   c. An orientation toward humanistic principles will be maintained (with staff and students serving as motivators, facilitators, guides, etc., rather than resorting to lecturing, preaching, admonishing).
   d. Informal courtesies will be observed in attitude, behavior, dress, and conversation.

   e. Students and staff will be encouraged to articulate their thoughts and concerns in a democratic and open manner.
   f. All staff members will be required to develop functional skill in one or more of the varieties of manual communication.

3. Employs openness of space to its best advantage. Specifically:

   a. Incidental learning experiences will be facilitated for the deaf teenager, thus increasing his input and approximating the effortless assimilation of information by hearing students.
   b. The deaf student will be given opportunities to process visual input as well as the hearing student processes auditory input.
   c. Team-teaching approaches and frequent interaction among the various disciplines will be encouraged.
   d. The wide variety of characteristics among our students will be recognized by providing alternative kinds of space.

4. Promotes interaction and participation in group living. Specifically:

   a. A variety of residential models (dormitory, group home, foster home, independent living) will be used.
   b. Informal meetings will be held with students and academic advisors, school counselors, social workers, faculty and staff members, resident advisors and all other components of the school staff.
   c. Frequent group discussions will be held on values and other topics of current concern.
   d. Student leadership and student participation in decision-making processes will be encouraged.
   e. All staff members will assume responsibility for guiding students toward positive social behaviors.

5. Imbues a sense of accountability. Specifically:

   a. All staff personnel will be expected to accept the idea that they are acountable for their work.
   b. It will be realized that accountability demands that pertinent information be gathered, objectives stated, progress evaluated, and evaluation findings reported to appropriate constituencies.
   c. It will be understood that accountability implies evaluation and that the purpose of evaluation is to determine current status, locate problems, provide help, and improve performance and product.
   d. It will be understood that evaluation must be done under well-planned, rigorous controls and is not a matter of casual, subjective opinion

B. The MSSD will develop and use instructional strategies and curricular offerings which:

1. Utilize approaches that are individualized and student-oriented. Specifically:
   - a. Instructional packages will be developed which will serve as effective educational instruments.
   - b. Students as well as teachers will be included in developing curricular offerings.
   - c. The mode and model of instruction appropriate for each student will be used in all his/her learning activities.
   - d. A non-graded approach will be employed which recognizes different levels of understanding among students and encourages self-competition.
   - e. A wide variety of instructional techniques, such as C.A.I., instructional packages, programmed instruction, small and large group instruction, will be used.
   - f. A program will be developed to meet each student's changing needs, such needs being identified by careful and frequent diagnosis of the student's current cognitive and affective behavior.

2. Utilize approaches that are workshop, rather than classroom, oriented. Specifically:
   - a. The laboratory approach will be used, in which student and teacher work together toward solutions.
   - b. Inquiry will be accented, rather than passive acceptance of input.
   - c. Instructional activities will be provided which are varied and allow for a wide diversity of roles.

3. Utilize approaches which are learner rather than teacher oriented. Specifically:
   - a. The student will be helped to develop on his own terms, to follow his special interests, to enlarge his particular talents, and to nurture his uniqueness.
   - b. The teacher will serve as a diagnostician and prescriber a personal guide, a facilitator and friend, rather than a mere dispenser of knowledge.

4. Produce experience-sharing between and among students and teachers. Specifically:
   - a. Education will be perceived as a never-ending dialogue.
   - b. Casual and incidental learning will be accepted as a genuine part of the educative process.
   - c. Social education will be accepted as an important aspect of schooling.

5. Facilitate school-wide involvement in curricular and instructional decision-making. Specifically, a variety of decision inputs will be developed, such as a student body organization, an administrative staff that is representative, faculty committees that meet with student representatives, faculty and non-faculty organizations.

6. Enhance communication skills in all modalities. Specifically:
    a. Communication skills will be diagnosed to improve individual programs.
    b. A vision-diagnosis program for each new student and activities to maximize visual input will be developed.
    c. Auditory training approaches will be refined.
    d. Training in the simultaneous use of speech and signs will be refined.

C. The MSSD will establish as instructional outcomes for the students:

1. Growth in cognitive and affective learning, in an appropriate balance. Specifically, the student will:
    a. Increase in basic knowledge and skills, such as the use of language and number symbols, a general knowledge of the world, and an introductory knowledge of the academic disciplines and their interrelatedness.
    b. Make greater than usual advances in affective learning, both in the academic program and in such non-academic areas as the residence program, extracurricular activities, etc.
    c. Increase spontaneity in relationships and awareness of the nuances of social behavior (customs, taboos, mores).
    d. Understand that learning can take place both in isolation and as a group process, i.e., by joining with others to seek information, test hypotheses, debate social issues, etc.

2. Awareness of the experiential nature of learning. Specifically, the student will:
    a. Evidence intellectual achievements in simulated and/or real-life situations.
    b. Demonstrate learned behavior through performance rather than by telling about it.
    c. Demonstrate social maturity through activities beyond mere verbalization.

3. Awareness of education as a process. Specifically, the student will:
    a. Learn how to learn, and how to use all resources for learning independently.
    b. Perceive learning as never-ending and occurring both in school and out of school.
    c. Participate actively in learning rather than waiting for knowledge to be handed to him.
    d. Learn to use the dynamics of the social system so as to foster reflection and acquire meaning.

4. Growth in self-determination and maturity. Specifically, the student will:
    a. Acquire a fund of information and experience about social habits and usage.
    b. Develop a sense of control over his environment.
    c. Learn to make choices and seek alternatives.
    d. Accept the fact of deafness with all its implications.

5. Development of sensitivity, compassion, and a sense of values. Specifically, the student will:
    a. Develop and clarify personal values and a code of ethics.
    b. Become sensitive to other cultures and other people.
    c. Recognize the worth of all human endeavor.
    d. Develop the ability to empathize.

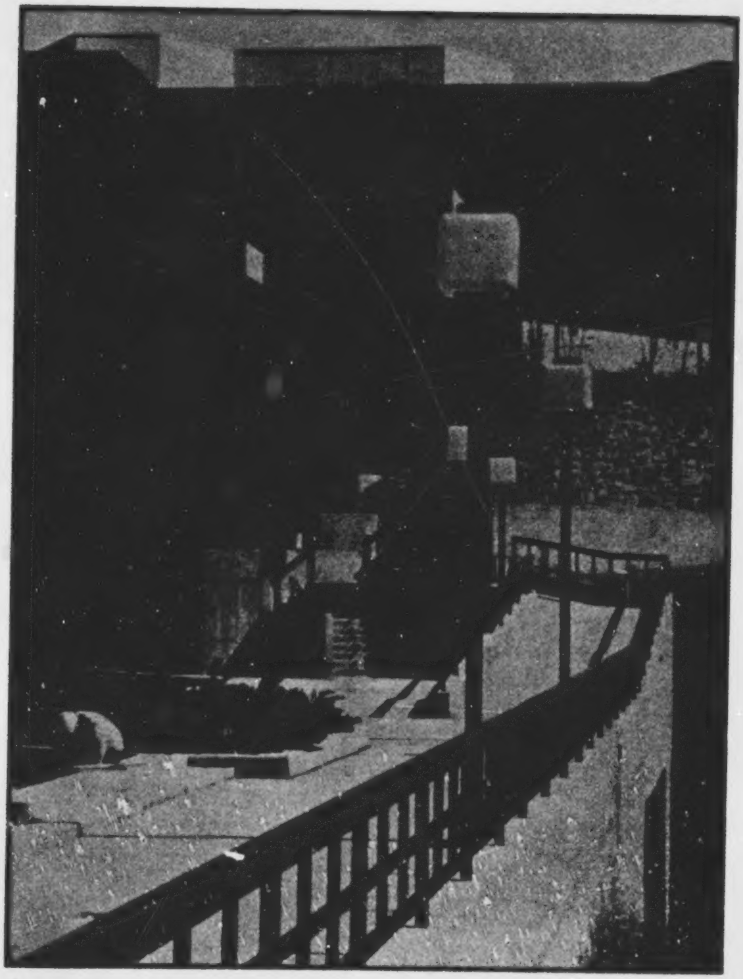
6. The ability of self-criticism and self-evaluation. Specifically, the student will:
    a. Attain a positive, realistic idea of himself, his capabilities, and the possibilities life holds for him.
    b. Understnd the principles of introspection.
    c. Realize that feedback may be constructive and is necessary in the process of self-evaluation.

7. The ability to make choices and independent decisions. Specifically, the student will:
    a. Be willing and able to think of alternatives.
    b. Become aware that a greater sense of independence evolves from good decisions.
    c. Become willing and able to determine for himself his real, current, and future needs.

8. Recognition of existing knowledge as incomplete and subject to change. Specifically, the student will:
    a. Become aware that learning experiences should be relevant to a changing world.
    b. Develop coping and processing skills so that discovery may be a developing and continuous quality of learning.
    c. Realize how to distinguish opinion from fact.
    d. Understand that the world and all of life is a constantly changing laboratory with few absolutes.
    e. Be able to maintain awareness of contemporary trends in style, idiom and culture.

Annual Report

1975·1976



Model Secondary School for the Deaf

THE MODEL SECONDARY SCHOOL FOR THE DEAF

(Public Law 89-694)

ANNUAL REPORT

July 1, 1975 - September 30, 1976

(Fiscal Year-76 and Transitional Quarter)

The project reported herein is funded by
the U.S. Department of Health, Education, and Welfare

Gallaudet College is an Equal Opportunity Employer
and does not discriminate on the basis of sex
in any of the educational programs or activities which it operates.

GALLAUDET COLLEGE
Washington, D.C. 20002
202/447-0505

Office of the
President

December 16, 1976

The Honorable David F. Mathews
Secretary of Health, Education, and Welfare
Washington, D. C. 20201

My dear Mr. Secretary:

On May 19, 1969, Gallaudet College entered into an agreement with the Department of Health, Education, and Welfare "for the establishment and operation . . . of a model secondary school for the deaf" on Kendall Green (Public Law 89-694). The College has accepted this challenge gladly and has made extensive efforts to act in responsible and prudent ways to fulfill the terms both of the Law and the Agreement.

You will find attached an Annual Report for the 1975-1976 school year which describes the progress and developments of this exciting School. The School has now completed construction and has occupied a major portion of its permanent physical facilities. With this milestone in the School's development reaching fruition, we expect significant improvement and expansion toward achievement of the School's multiple mission of direct service to its students and extensive dissemination and demonstration services to a national constituency.

Sincerely yours,

Edward C. Merrill, Jr.

Edward C. Merrill, Jr.
President

Pre-College Programs
Gallaudet College

Kendall Demonstration Elementary School
Model Secondary School for the Deaf

Kendall Green - Washington, D.C. 20002

December 16, 1976

Dr. George E. Muth, Chairman
Gallaudet Board of Directors

Dr. Edward C. Merrill, Jr.
President
Gallaudet College
Kendall Green
Washington, D. C.

Gentlemen:

This, the seventh annual report of the Model Secondary School for the Deaf summarizes activities and accomplishments for Fiscal Year 1976 and describes major goals and plans for the future. Illustrative photographs also are included.

This report is for the purpose of informing the Secretary of Health, Education, and Welfare of the progress in the development of the Model Secondary School for the Deaf during the Fiscal Year 1976. It is submitted for your approval and subsequent transmittal to him. The report will, at the Secretary's discretion, be distributed to other government officials and certain members of Congress so that they may be aware of the manner in which Gallaudet College has responded to Public Law 89-694, which provided for establishment of a Model Secondary School for the Deaf.

Additionally, this report will be made available to professionals in the field of education of the deaf and in related disciplines, as well as to other interested individuals and agencies.

The staff and student body of the Model Secondary School for the Deaf are appreciative of the strong support and leadership you are providing as the School seeks to fulfill its challenging mission.

Respectfully submitted,

Doin Hicks

Doin Hicks
Dean, Pre-College Programs
Gallaudet College

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INTRODUCTION

The major purposes of the Model Secondary School for the Deaf (MSSD) are: (a) to serve as a living laboratory for educational and social experimentation; (b) to develop and validate innovative models for effective student management, student instruction; and staff management; (c) to disseminate working models and human change agents throughout the field of deaf education; (d) to prepare its enrolled population of hearing-impaired adolescents for appropriate post-secondary training, academic advancement, and employment; and (e) to provide this population of students with the necessary complement of social living skills in order to ensure their effective transition into adulthood and society.

The Director of the MSSD is responsible to the Dean of Pre-College Programs for the overall management of the School's students, faculty/staff and programs. This person is responsible for providing the requisite degree of managerial leadership for optimizing the availability of all physical, fiscal and human resources. Ultimate responsibility is given to the Director for devising a management system that will identify the mission statements of the institution and for providing appropriate mechanisms for assessing program effectiveness and productivity. Additionally, the MSSD Director works in concert with the Director of the Kendall Demonstration Elementary School (KDES) through the agency of the Pre-College Council--of which the Dean is chairman--in order to bring the resources and missions of both into sharper focus.

Input of an advisory nature is sought out by the Director's Office from (a) the nine (9) member MSSD National Advisory Committee, (b) the eight (8) member MSSD Student Body Government, and (c) the 14 member MSSD Parent Advisory Council. Since the MSSD operates within the corporate entity of the Gallaudet College, advisory input is also obtained from the nine (9) member Gallaudet College Board of Fellows. These relationships are diagrammatically represented in Appendix A.

CENTRAL ADMINISTRATION

In order to deal effectively with the workscope of the various program elements characterizing MSSD, it was necessary to develop the Program Management Team (P.M.T.). This group meets approximately 30 hours per month and is composed of (a) Director, (b) Special Assistant, (c) Directors of each of the four (4) Divisions, (d) Associate Principal for Curriculum, (e) Associate Principal for Instruction, and (f) Management Budget Analyst. Each Division has its own internal management team that is responsible for (a) supplying the P.M.T. with necessary program input and (b) executing the decisions of the P.M.T. The Coordinators, who compose each Division's management team, are similarly responsible for gathering and executing program inputs and decisions at the staff and faculty level. Appendices B through F schematically represent these relationships. Considerable emphasis is placed on inter-Divisional cooperation in order that the institution's mission statements receive the necessary degree of coherence and focus.

Within the Central Administration proper, the following positions and concomitant responsibilities are delineated:

Special Assistant to the Director. The person in this position is a member of the P.M.T. and performs managerial and supportive functions (internal and external) under the purview of the MSSD Director as assigned. These functions include: serving as MSSD's liaison with the Gallaudet College community to facilitate appropriate inter-divisional functions in assuring healthy intramural relationships; serving as MSSD's liaison with a variety of external agencies and publics to assure the smooth facilitation of MSSD's inter-institutional relationships; managing such special planning projects as may be necessary; writing various documents for internal and external use; managing such special projects as may from time to time be assigned; serving as Administrative Coordinator of the Central Administration personnel.

Management Budget Analyst. The Management Budget Analyst is responsible for: assisting in the annual budget planning and development; designing/developing/providing budget and special reports/analyses; assisting faculty/staff with operations planning/scheduling; coordinating business management matters with the Gallaudet College Business Management Office; and assisting in planning functions. The person in this position is also a member of the P.M.T. and attends all of its meetings in an administrative support capacity.

In-Service Planner. The In-Service Planner is responsible for: organizing the planning process for in-service programs; assisting Division Directors and Coordinators in identifying specific individual and group development needs; developing, in Management By Objectives format, the activities proposed for a given fiscal year; coordinating the allocation of travel budget strategies throughout the MSSD; developing, scheduling, and coordinating in-service programs; coordinating practicum and intern programs; originating the development of evaluation instruments for in-service activities; monitoring travel, educational assistance, consultant requests, and support services for in-service activities. As a member of the P.M.T., this person is expected to attend all of its meetings. Attached in Appendix G is the document explaining the scope of joint institutional responsibilities for arranging practicum experiences.

Coordinator of Personnel Services. The Coordinator of Personnel Services is responsible for the following major activities: coordinating and evaluating (developing/revising as necessary) policy and procedural guidelines for the MSSD's faculty/staff recruitment and selection activities which are designed to facilitate the employment of competent personnel while adhering to nondiscriminatory practices and the Gallaudet College Affirmative Action Plan; monitoring (developing/revising as requested by the MSSD Director) the administration of the MSSD's salary schedule and payroll functions designed to ensure appropriate, timely, and accurate adjustments/placements of faculty/staff personnel; monitoring the maintenance of accurate personnel files; informing the MSSD Director and faculty/staff of personnel activities.

In addition, the Personnel Services Coordinator supervises/evaluates the activities of a Personnel Assistant, Staff Assistant, and secretary, all of whom are involved in the effective/efficient performance of personnel services.

Policy Planner. The person in the position of Policy Planner is a member of the P.M.T. and performs three major tasks under the auspices of the MSSD Director: developing/preparing/editing reports, proposals, position statements, administrative policies and procedures, and similar type documents; designing strategies, including training programs, for the implementation of approved policies and procedures; reviewing documents (for the MSSD Director) which require summary or detailed responses and/or activities described in the first two (2) listed tasks.

Facilities Services Assistant. This person is responsible for: planning the effective utilization of space within the MSSD complex; supervising the work of the maintenance personnel assigned to the MSSD; directing the operation of the Student Store and Snack Bar; and assisting the MSSD Director in matters related to procurement. Additionally, the MSSD drivers are assigned to the Facilities Services Assistant, who is responsible for supervising and scheduling (coordinating with KDES when necessary) the MSSD transportation needs.

Physical Facilities. The new educational complex for the Model Secondary School for the Deaf (MSSD) opened in August, 1976. It is the kind of place that makes going to school a positive and enjoyable experience. Its architectural design is such that the facility itself is an active participant in the educational program and affords opportunities for contributing to the exploration of new ideas and concepts.

The residential, athletic, social, and activity areas are equally as important as the academic areas in providing educational experiences. The bright colors, interesting textures, exciting graphics and sculpture, water, and plants throughout the total MSSD complex provide the meaningful visual and tactile experiences so important to hearing-impaired persons.

Most of the classroom areas in the academic building are large, open spaces. Since the openness poses acoustical problems, provisions were made to control sound within ranges critical to deaf persons by using amplification systems and absorbent materials which cut down reverberations.

Because MSSD is a national demonstration program and "on display" to a great many persons, the architectural design allows for close and casual observation and participation without disrupting school classes.

On the Main Level are a 300-seat auditorium, pre-vocational shops, art galleries, snack bar, student store, and the main entrance to the multi-tiered learning resource center, which winds its way up the core of the building. Instructional areas for life and physical sciences and home arts are located on this level.

The Upper Level houses the humanities, student support services, and administrative offices.

The Lower Level provides storage space as well as facilities for the student print shop, media and television productions, and computer-assisted instruction. The Pre-College Programs Public Information Office also is housed on this level.

In a wing of the building is located the infirmary, which serves the entire Gallaudet College campus. The school dining hall also is located in this wing and is linked by a central kitchen and plaza to the new College dining hall.

Balconies and plazas, walkways and gardens ring the academic building, allowing an indoor-outdoor relationship of educational elements to add stimulation and variety to the total program.

Across from the main entrance to the academic building and housed in a separate building are the indoor athletic facilities - a swimming pool, double gymnasium, and wrestling gym. Outdoor playing fields will be added in the future.

Students will have a choice of living in either a garden-style or high-rise type of residence hall. The six (6) halls now under construction are clustered along a walkway which leads to the main entrance of the academic building. They are located in a wooded area of the campus. When completed, they will accommodate up to 450 students.

The halls are designed to offer suites for four (4) to 12 students and quarters for both trained counselors and graduate students. Privacy for the individual student within the suites will be achieved by movable partitions. Each residence hall also will offer a variety of types and levels of social and educational space, including snack kitchens and study carrels.

One hall will provide space for visitors observing or working at MSSD for an extended period. It also will allow simulated apartment living situations for students nearing completion of the MSSD program.

By offering distinctly different types of living situations, MSSD continues its role of experimentation and innovation. Through the development of strategies for optimum student grouping and management of the residential facilities, MSSD hopes to determine (a) the most desirable living arrangement for each student according to his or her social and emotional level, and (b) the most practical deployment of staff. Inherent in these objectives is the intention of providing potential models for other schools.

The architectural design of the new MSSD complex simultaneously satisfies a variety of diverse functional needs that generally is not found in one facility. MSSD was established by P.L. 89-694 to be:

- an exemplary, innovative education program for deaf secondary students;

- an experimental program subjected to intensive demands for research and development;
- a demonstration program with provisions for extensive visitation and observation;
- a facility for training both MSSD personnel and professionals from other schools concerned with education of the deaf;
- a school that provides extensive parent education;
- an information center disseminating data related to the education of the dea to schools nationwide;
- a center for developing and testing educational models and materials.

The MSSD design provides for appropriate interaction between the elements of the complex while allowing each to function properly within its own sphere without any disruption of one to the other.

The complex has not been designed for replication elsewhere as a complete facility. Individual ideas incorporated into the plan may be of interest, however, particularly with respect to the flexible open space concept as it may be used in education of the deaf. This is a radical departure from most existing facilities for the deaf, but one which should allow for effective realization of an educational plan that can be responsive to the changing demands of an innovative educational program concentrated on individualized instruction.

Thus, the design of the MSSD complex went far beyond the traditional concept of "school." It was, instead, an exciting and challenging exercise in erecting buildings of brick and concrete and wood which themselves "live" and which make possible the flexibility MSSD must retain if it is to fulfill its obligation as a model for all schools engaged in the education of deaf youngsters of high-school age.

Statement of Missions and Goals. One of the principal responsibilities of the Program Management Team is to develop a Management By Objectives (MBO) system that will allow for the synchronization of the MSSD's Master Plan, Budget Development Process, and Operational Plan. The development of a workable MBO system also will allow for the articulation of more coherent program objectives and more judicious use of available human and material resources. During the latter part of the time period under report, the P.M.T. addressed itself to four (4) critical areas of concern: (a) updating the MSSD section of the Master Plan and rewriting it within an MBO format; (b) preparing for the construction of statements of mission and goals in order to develop the objectives, rationales, strategies, timelines, budgets and accountability indices for FY-77; (c) investigating the development of appropriate student management and faculty/staff management systems in order to ensure programmatic responsiveness to stated mission directions; and (d) hastening the potential impact of MSSD products and processes on the field of secondary education in the area of hearing impairment.

Central to the development of an effective MBO system for MSSD is a statement of missions and goals. Mission statements, as herein understood, are global, philosophical, long-range and over-riding concerns. They identify the institution's purpose and make explicit the outcomes expected. Goal statements, on the other hand, while written in much the same manner as the mission statement from which they flow, are more immediately concerned with the functional manner in which a mission can be actualized. Thus, a single mission statement can give rise to several goal statements which in turn can create a multiplicity of objectives with subsequent lists of strategies. Contained below are a few of the more general statements of missions and goals that were identified as characterizing the School's proposed directions for FY-77. These statements are expanded within the discussion of each Division's goals for the time period under report.

Mission. MSSD shall continue to implement the individualization of the educational programming of each enrolled student. It shall make use of instructional methods and communication methods that are calculated to produce the best learning outcomes for its students.

Sources are (a) D.H.E.W. Agreement, Sections 8B, 9, 13, pp. 9-11; (b) P.L. 94-142, Section 4(a)(3); and (c) Statement of Philosophy and General Objectives -- unpublished mimeograph, MSSD.

Goals. A. MSSD shall ensure that the appropriate faculty and staff identify (a) the instructional objectives, (b) the learner objectives, and (c) the developmental objectives that contribute to the individualized educational plan (IEP) of each student.

B. MSSD shall ensure that the student, parent or designated advocate, and teacher or designated School official be in basic agreement with the IEP.

C. MSSD shall develop an appeals process in the event that basic agreement cannot be reached.

D. MSSD shall undertake great lengths to personally involve the parent or designated advocate in developing the student's IEP.

E. MSSD shall ensure that the long and short range goals of the IEP are in written form and are reviewed at several intervals during the calendar year with the student, parent and teacher.

F. MSSD shall attempt to emphasize the continuum nature of IEP development as it falls between pre- and post-secondary schooling and living experiences.

G. MSSD shall ensure that each IEP contains (a) a written statement of the student's present level of educational performance, (b) a written statement of annual goals and short range instructional objectives, (c) a written statement of the specific educational services to be provided, (d) a written timeline for the initiation and duration of such services, and (e) a written statement of criterial indices of measurement and schedules for determining whether such goals and objectives have been attained.

H. MSSD shall continue to provide a learning environment conducive to the student's attainment of such short and long range goal statements as (a) growth in cognitive development that exhibits recognizable achievement in reading, writing and mathematical reasoning; (b) growth across a vast spectrum of affective behaviors; (c) awareness of the need to apply learning to living experiences, to derive learning from living experiences, and to continue learning throughout life; (d) growth in the ability to make independent decisions; and (e) awareness of the need to act with maturity, to accept the responsibilities of citizenship, and to act with moral uprightness.

I. MSSD shall ensure that each student's written IEP be constructed within six (6) weeks of initial enrollment and/or at the beginning of the fall quinmester.

J. MSSD shall ensure that the intent of TITLE 45, Part 99--Privacy Rights of Parents and Students--be implemented and maintained.

K. MSSD shall continue to organize its curriculum in a manner that encourages progress and achievement commensurate with the learner's abilities.

L. MSSD shall incorporate within each student's IEP a communication profile so that appropriate programming alternatives may be selected and maximal development of communication ability can be exercised.

M. MSSD shall continue to exercise flexibility in its selection of approaches to various methods of communication.

Mission. MSSD shall continue to provide day and residential secondary education facilities for persons who are deaf.

Sources include (a) P.L. 89-694, Section 2; (b) D.H.E.W. Agreement, Introduction, p.1; and (c) D.H.E.W. Agreement, Section 7A, pp. 8-9.

Goals. A. MSSD shall continue to implement an admissions policy that (a) requires the applicant to possess the equivalence of an eighth grade education, (b) requires the applicant to demonstrate a basic reading level of 3.0, (c) requires the applicant to have attained a chronological age of 14 by December 31 of the entering year, (d) requires the applicant to be free of any major handicap other than hearing impairment, and (e) requires the applicant to have a measurable "better ear" hearing loss of 70 dB (ISO) across the speech frequencies.

Mission. MSSD shall continue to serve qualified hearing-impaired persons who primarily reside in the District of Columbia, Maryland, Virginia, Pennsylvania, West Virginia and Delaware.

Sources include (a) P.L. 89-694, Section 2; and (b) H.E.W. Agreement, Section 2, p. 3, Section 7B, p.9.

Goals. A. MSSD shall permit the entrance of qualified students from beyond its service area when (a) the needs of that area have not been accommodated, and (b) the availability of appropriate programming outside of the service area is limited or non-existent.

B. MSSD shall actively recruit its student body membership so that maximum enrollment is reached at earliest opportunity.

Mission. MSSD shall continue to develop the student's full potential for becoming independent and contributing members of a working society. It shall facilitate and encourage the interaction of its students with the people and resources of the metropolitan community.

Sources include D.H.E.W. Agreement, Section 2, p.4.

Goals. A. MSSD shall encourage the programming option of standard mainstreaming for those students whose IEP indicates a probability of success in this direction.

B. MSSD shall explore the incorporation of a reverse mainstreaming feature as a part of its basic education programming.

C. MSSD shall attempt to offer a variety of summer experiences for its fifth quinmester activities. This will include options for interaction with peers who may be either hearing or hearing impaired.

Mission. MSSD shall continue to operate within the corporate structure of the Gallaudet College and shall ensure that all operations, policies, personnel practices and educational practices be in full compliance with the decisions and approvals of the College Board of Directors.

Sources include (a) P.L. 89-694, Sections 4A, 4B; (b) D.H.E.W. Agreement, Sections 2,4,5A, 5B, pp. 3, 6-7.

Goals. A. MSSD shall continue to formulate (a) its own mission statements, (b) its own Division level goals, and (c) the objectives, strategies and budgets subsumed within these goals. This shall be pursued in accordance with the institution-wide commitments periodically identified by the College.

B. MSSD shall continue to act in compliance with the guidelines established by the Affirmative Action Office and to identify how its recruitment efforts can achieve equitable balances in its staffing organization.

C. MSSD will continue to enjoy those necessary supporting services that the College has been able to supply, including (a) clinical services, (b) fiscal management services, (c) technical services, (d) specialized instructional services, (e) public relations services, (f) food services, (g) physical plant services, and the like.

D. MSSD shall continue to make provisions within its budget for sharing, on a proportionate basis with the College, whatever costs these services entail.

Mission. MSSD shall continue to upgrade the competency levels of its faculty and staff by providing selective in-service training experiences and by supporting appropriate educational assistance plans.

Sources include D.H.E.W. Agreement, Section 6, p.8.

Goal. A. MSSD shall pioneer a training effort that will produce the proper mix between education and technology. Concentrated efforts will be made in assisting the teacher to become a true master of the full resources of learning.

Mission. MSSD shall continue, with the approval of the College Board of Directors and the Secretary, to maintain the existence and appropriate functioning of an Advisory Committee. The function of this Committee is to advise the President of the College and the Director of the MSSD on matters pertaining to mission directions and goal priorities as they relate to program development directions.

Sources include D.H.E.W. Agreement, Sections 5C, 5E, pp.7-8.

Goals. A. MSSD shall continue to employ--with the approval of the President--on an ad hoc contractual basis, individuals possessing the talent, experience and expertise to abet its program development.

B. MSSD shall convene whatever blue ribbon panels of reviewers as may be necessary to improve its program content and delivery. This method shall be used in lieu of third party evaluators.

Mission. MSSD shall continue to define the roles of its teaching and non-teaching faculty. In so doing, it shall continue to hold its members accountable for the general attainment of the School's various mission statements. Additionally, MSSD shall very specifically hold its members accountable for the attainment of their respective Division's goals, objectives and strategies.

Sources include (a) D.H.E.W. Agreement, Section 6, p.8; (b) Statement of Philosophy and General Objectives, unpublished mimeograph.

Goals. A. MSSD shall construct a comprehensive evaluation schema for the purpose of assessing the performance roles of its teaching and non-teaching faculty, and make recommendations concerning the granting of tenure.

B. MSSD shall define these roles as they relate to the School's instructional needs, curriculum development needs, social living skills development needs, research needs, and management needs.

Mission. MSSD shall continue to prepare hearing-impaired students (a) for college, (b) for advanced training opportunities, and (c) for other types of appropriate post-secondary placement.

Sources include (a) P.L. 89-694, Section 2; (b) D.H.E.W. Agreement, Section 2, p.4.; (c) Statement of Philosophy and General Objectives, unpublished mimeograph.

Goals. A. MSSD shall monitor the placement patterns of all students who have successfully graduated from the School or who were given accelerated post-secondary placement.

B. MSSD shall monitor the retention rate of its enrolled students and make provisions for the appropriate placement of those students dropping out of school or wishing to transfer to other schools.

C. MSSD shall continue to provide an environment that (a) contributes appropriately to teaching and learning, (b) fosters an attitude conducive to experimentation and change, (c) facilitates a naturalness in human relations and an openness in communication, and (d) imaginatively utilizes the geometry of its physical structure to best advantage.

D. MSSD shall continue to address itself to the development of an innovative curriculum that (a) allows for inductive and deductive approaches to learning; (b) permits laboratory, seminar, workshop, field-work and classroom learning approaches; and (c) encourages students to assume a responsible and participatory role in the management of their learning experiences.

Mission. MSSD shall bring its research and dissemination effort within the focus of the entire pre-college research scope. It shall thus continue to provide secondary education with the exemplary stimulus to generate similar levels of excellence and accomplishment.

Sources include (a) P.L. 89-694, Section 2; (b) D.H.E.W. Agreement, Sections 2, 10, 11,

Goals. A. MSSD shall foster the development of a Pre-College Research Council composed of the MSSD, KDES and College research directors.

B. MSSD, via the Pre-College Research Council, shall initiate the convening of appropriate symposia for the purposes of (a) identifying, on a continuing basis, the scope of its research mission relative to the assessed needs of its national constituency; and (b) identifying areas of potential transfer of benefit to and from the MSSD relative to other institutions.

C. MSSD shall continue to be a laboratory for controlled experimentation in instructional learning, developmental education, technological implementation, research methodologies and management processes.

D. MSSD shall disseminate the results of such experimentation via professional reports, packagable commodities and human change agents. The intended audiences will be professionals, non-professionals and parents of the hearing-impaired child.

E. MSSD shall continue to offer practicum facilities to the training programs of Gallaudet College and other institutions. This will be recognized as an excellent opportunity for aiding the dissemination of human change agents.

A highlight of the initial meeting of the MSSD Parent Advisory Council in the spring was a tour through the new facilities still under construction. Evident in this photo are the unusual hexagonal lighting fixtures that are a prominent architectural feature throughout the building.

DIVISION OF INSTRUCTION

Purpose. MSSD has been charged with the day-to-day operation of conducting an exemplary secondary school program for hearing-impaired adolescents. Additionally, it has been mandated to conceptualize, design, implement and test innovative learning materials and instructional approaches. Ostensibly, this dual mandate is oriented toward making measurable increases in the hearing-impaired adolescent's factual knowledge, conceptual awareness and social self-sufficiency. The impact of the experimental approaches and materials is felt both within and beyond the bounds of the institution, due to the national scope of the MSSD's constituency.

Operations. During the 15-month year under report, the Division of Instruction provided instructional learning and extra-curricular activities for up to 132 students. Geographically, these students represented (a) the District of Columbia--50; (b) Maryland--43; (c) Pennsylvania--18; (d) Virginia--17; and (e) one (1) each from Delaware, Missouri, New Jersey and West Virginia.

The Division is administered by (a) a Director-Principal, (b) two (2) Associate Principals, and (c) six (6) Coordinators of Instruction. An additional 71 faculty and staff assisted in the operation of the Division's activities. These activities included:

- conducting learning experiences in Art, Business Education, Career Education, Communication, Drama, Driver Education, English, French, Home Economics, Mathematics, Physical Education, Reading, Science, Spanish, and Social Studies.

- designing an interdisciplinary curriculum for 20 students enrolled in the experimental "Mini-School." A thorough evaluative assessment of this experiment is presently being prepared for dissemination.

- designing an interdisciplinary curriculum for 17 students enrolled in the experimental "Social Living Curriculum." A thorough evaluative assessment of this experiment is presently being prepared for dissemination.

- planning a plethora of social learning activities for the students. The Student Body Government--which advises the Director's Office monthly--completed its second year as a formal functioning organization. The Junior National Association of Deaf and Leo Clubs of Lions International continued their operations. The Senior Class continued to sponsor special activities throughout the year.

Program Accomplishments. In addition to the above-stated operations of the Division of Instruction, the following high water marks were noted:

- The transfer of all instructional learning materials and equipment to the new facilities was effected by Division personnel in near record time.

- The Division's Management Team was expanded to include (a) the six (6) Coordinators, (b) an Associate Principal for Curriculum Planning, and (c) an Associate Principal for Instructional Programs. Five (5) of the Coordinators were assigned the supervision of a specific group of teachers and the responsibilities of planning a program for a specific group of students. The sixth Coordinator was given full responsibility for the development of the Vocational Educational Cluster for Technical and Occupational Research (VECTOR). VECTOR is an umbrella concept embracing the entire pre-vocational program, career awareness program and work-study program.

- In compliance with P.L. 94-142, an individualized educational plan (IEP) was developed and implemented for all new students as they entered MSSD. Graduation requirements were developed identifying the number of credit units to be earned in required and elective subjects. The subjects were based on a student's needs and interests as identified by his/her IEP.

- A statement of Student Personal Growth was prepared, including a section on Student Rights and Responsibilities and a Code of Behavior. The Code of Behavior outlines for students and their parents (a) expected behaviors, (b) unaccepted behaviors, and (c) prohibited behaviors with a listing of various consequences for non-compliance in each case.

- The Athletic Program was expanded to accommodate the more than 100 students who tried out for varsity sports. The Girls' Basketball team and the Coed Tennis team both completed their first season with an equal number of wins and losses. The Soccer, Boys' Basketball, and Boys' Track and Field teams continued interscholastic competition. The Boys' Basketball team won third place in the Eastern Schools for the Deaf Basketball Association Tournament.

- A successful student exchange program was initiated when five (5) MSSD students and an equal number from Hershey High School in suburban Chicago reciprocated a week's visit with each other. Additionally, arrangements were made for an MSSD Spanish class student to live with a family of a hearing-impaired student in Costa Rica for several weeks.

- A planning system for graduating seniors was developed along with a parental orientation to post-secondary and career education pursuits. Included were (a) senior counseling services, (b) a staff advisory system, and (c) work-study and field related experiences.

- A condensed summer quinmester of five (5) weeks offered students a series of special outdoor education activity courses involving (a) sailing, (b) hiking, (c) outdoor cooking, and (d) a five (5) day bicycle trip. Special emphasis was given to the development of improved communication skills for both teachers and students.

- The Driver Education program was greatly expanded to accommodate increased student interest in this area.

- A unique vocabulary development system was implemented. An evaluative assessment is currently being prepared.

- Co-curricular programs and activities provided the opportunity for MSSD students to grow in a unique way. Two (2) students participated in a week-long "Presidential Classroom for Young Americans." Eleven (11) students and two (2) teachers attended "Close-up," an activity that integrates hearing and deaf students in a program designed to show how government works. Under the direction of the Drama Department, a traveling troupe again successfully performed "Music, Mime and Mirth" in schools and at special functions in the Washington metropolitan area.

- The English Department presented a workshop on the use of interaction materials and interaction techniques for the benefit of the entire teaching faculty. Assisting were graduate student trainees from Gallaudet College and Bloomsburg State College, Pennsylvania.

Curriculum Development. In cooperation with the Division of Curriculum Development and Media, a number of teachers were released from portions of their classroom duties in order to assist with the writing of innovative course materials. These included:

- Eleven (11) instructional course guides were written, reviewed, revised and presented to the Division of Research and Evaluation for inclusion in the dissemination process. They were (a) Introduction to Art, (b) Introduction to Drawing, (c) Introduction to Painting, (d) Interpersonal Communication, (e) Typing I, (f) Beginning Clothing, (g) Personal Hygiene, (h) Animals, (i) Genetics, and (j) Introduction to the Dramatic Arts.

- Two (2) fully packaged and mediated courses were pilot tested and prepared for dissemination. They were (a) Algebra I, and (b) The Historian at Work.

- Three (3) of the six (6) instructional videotapes planned for the "Taradiddler Series" were pilot tested and prepared for inclusion in the dissemination process. These color videotape cassettes are intended for classroom use as either primary or supplementary visual learning materials.

- Teachers of various academic departments participated in the pilot testing of ten (10) curriculum units in career education. These units were specially adapted and modified for language impaired secondary students in conjunction with the Ohio State University's Center for Vocational Education. They are being prepared for inclusion in the dissemination process.

- The first five (5) color films (16mm) of the planned "Signfest Series" were completed and prepared for pilot testing. They eventually will be included in the dissemination process. These films are designed to be used either by themselves or in conjunction with other instructional forms. Their focus is on various aspects of pantomime.

- New courses introduced to the curriculum were (a) Orientation to Communication, (b) Interpersonal Communication, (c) Introduction to the Dramatic Arts, (d) Discover with Dance, (e) Chemistry I-IV, and (f) The Culture of Latin America.

- The curricular content of numerous courses offered by the various academic departments underwent updating and revision.

Inter-Division Activities. A substantial degree of cross-Division cooperation was effected in order to more comprehensively meet the needs of the students. To wit, these cooperative ties included:

- Arrangements with the Division of Developmental Education--responsible for Pupil Personnel Services and Residence Programs--were effected in order to more directly align the psychosocial developmental needs of the students with their instructional experiences.

- Arrangements with the Division of Curriculum Development and Media were effected in order to enhance (a) the student and faculty utilization of the Learning Resources Center, and (b) the utilization of technology in the classroom so that the teacher more closely approximates the ideal of becoming a true master of the resources of learning.

- Arrangements with the Division of Research and Evaluation were effected in order to optimize (a) the utilization of the Division of Instruction's living laboratory (the student body) and faculty, and (b) the cooperation of the teaching faculty in parametric and non-parametric research efforts.

- Arrangements with all Divisions were made to jointly assist with the development of such strategy teams as (a) Personal Growth Team, (b) Language and Communication Team, (c) Career Education Team, and (d) the Mathematics Study Team.

Statement of Goals and Objectives. Contained below are the directives the Division is anticipating for FY-77.

Goal. The Division of Instruction will provide instruction to approximately 150 secondary school students in the areas of: Mathematics, Science, English, Communications, Social Studies, Home Economics, Physical Education, Art, Drama, Foreign Languages, Business Education, and Career Education.

Objectives. A. Each course will provide flexibility to assure reaching the widely diverse needs of MSSD students. A learning contract spelling out the objectives and expectations for each student within each course will be developed.

B. Students' progress will be evaluated at the end of each quinmester.* Results of each IEP review will be shared with the student and with the parent or guardian.

C. Four (4) out of five (5) students will participate in the instructional program during the summer quinmester,** which will include (a) activities in outdoor education and work study, (b) remedial and acceleration programs, and (c) mini-courses in elective areas.

Goal. The Division of Instruction will continue to implement the legislative mandates of P.L. 91-587, P.L. 89-694, and P.L. 94-142, by providing an individualized educational program (IEP) for each student.

Objectives. A. A diagnostic data base, provided by a team of educators, audiologists, communications specialists, psychologists, social workers and counselors, will provide the necessary information for development of a student's individualized educational program. Existing documents will be reviewed, updated or modified at least once a year and at most five (5) times a year.

B. Using graduation requirements as guidelines, individual educational plans will be developed for and with each student. The plan will outline the student's program for this year as well as subsequent years, and will relate to the student's long-range goals. Parental input and approval will be required as stated in P.L. 94-142. Transportation will be provided for parents upon request when the need is evident.

C. An ongoing evaluation log of the effectiveness of the procedures and plan will be maintained. Reviewing, updating, and major modifying will occur at the end of the second and fourth quinmester.

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*The school year is divided into five (5) terms, each of which is called a quinmester. A schedule of the quinmesters is included in the school calendar. The fifth quinmester provides the School, the student, and his/her family with the flexibility for a variety of educational opportunities. For this reason, and also because of calendar constraints, the actual number of days in the fifth quinmester will vary from year to year.

**The MSSD operates on a full year schedule which, as indicated previously, is divided into five sessions, called quinmesters. All students are encouraged to take advantage of the additional opportunities provided by an extended school year. The summer quinmester is not considered special in terms of being remedial or just for some students. In addition to "regular" courses, opportunities include courses in outdoor education such as camping, boating and hiking, as well as provisions for full-time work programs with supervision from the work-study office. The educational plan for each student will include provision for the summer months, with the hope that all will remain constructively occupied. The School can contribute vital learning experiences that fulfill needs for the variety of activities desired by students during the summer months.

Goal. The Division of Instruction will provide diagnostic evaluation and instructional learning experiences for all students in the area of expressive and receptive language development.

Objectives. A. Diagnosis and evaluation will involve (a) the construction of a communication and language profile incorporating skills in speech, English, signs and auditory ability, and (b) the construction of a complete otolaryngological and audiological evaluation.

B. Communication (re)habilitation plans will be individualized for each student and implemented. Such services will be supplied to all students for a minimum of two (2) quinmesters per year.

Goal. A comprehensive career planning and career sampling opportunity will be provided for all students through the Vocational Educational Cluster for Technical and Occupational Research. Career awareness, work-study (VECTOR) and experiences in various occupational education areas will be included.

Objectives. A. An occupational program that will include the fields of metalwork, woodwork, automotive repair, machine operation, drafting, graphics and electronics will be planned and implemented.

B. An appropriate Curriculum Content Plan for occupational education will be developed.

C. Appropriate learning systems in occupational education will be reviewed and selected.

D. Appropriate consultative input for the preparation and completion of the physical plant housing the occupational education learning areas will be sought.

E. Recruitment for seven (7) vocational teachers will be initiated and the position of Coordinator of VECTOR will be filled.

Goal. The Division of Instruction will assign a Parent Programmer the responsibility for evolving an innovative and dynamic parent organization, in order to achieve a thorough understanding of the School, an understanding of the problems of hearing impairment, and a full participation of the family in the learning process.

Objectives. A. Three (3) days of orientation, input, and feedback and evaluation related to MSSD's philosophy, mission and operational procedures will be conducted for parents annually.

B. The Division of Instruction will ensure the establishment of periodic communications to the parent in order to enhance a school and home sharing of information.

C. The Division of Instruction will seek to promote parental education and sign language training sessions. Additionally, it shall create ways for involving the parents in the development of the student's educational plans, programming, personal growth and post-secondary planning.

D. A Parent's Handbook and Calendar will be constructed to identify areas of mutual responsibility and to inform parents of pending events.

Goal. The Division of Instruction shall continue to interact with other Divisions of the School in order to fully implement the larger mission of the MSSD.

Objectives. A. The Division of Instruction will participate in the total School administrative process, and will provide input to the Program Management Team.

B. Student progress towards fullest potential possible will be monitored as determined by individual educational plans, learning contracts and graduation requirements.

C. Development of basic competency requirements for graduation will be continued.

D. In coordination with the Division of Developmental Education, the Division of Instruction will continue to develop more effective and innovative student management systems in the areas of instructional growth, personal growth, and leisure time management.

E. The Division of Instruction will develop and implement a plan for management of student time and activities, encompassing the areas of scheduling, athletics and recreational activities, behavioral codes and a student body government.

F. The Division of Instruction will enhance, through appropriate scheduling and program planning, the maximum use of facilities such as the Physical Education complex, the auditorium, and other appropriate spaces.

G. The Division of Instruction will cooperate in the full utilization of a computerized system of record keeping, budgeting, student progress monitoring, scheduling, and instructional management.

H. The Division of Instruction will assist in the development and implementation of a plan for maintaining morale and job satisfaction for faculty and staff, as well as develop a mechanism for being sensitive to student morale and a sense of accomplishment for students.

Goal. The Division of Instruction faculty will plan and develop new courses, upgrade established courses, prepare course guides and cooperate with the Division of Curriculum Development and Media with packaging and pilot testing of appropriate materials.

Objective. All departments in the Division of Instruction will develop a long-range curriculum development plan.

Goal. The Division of Instruction faculty will assist the Division of Research and Evaluation (DORE) in projects related to field testing, interfacing with MBO, experimental teaching approaches, and educational learning paradigms for students.

Objectives. A. The Division of Instruction will assist DORE in projecting student enrollment estimates and will provide policy input on teacher/student ratios.

B. The Division of Instruction will assist DORE in assessing student attitudes by administering the Environmental Index, and in refining the communications profile.

Goal. The Division of Instruction will assist the Division of Developmental Education (DDE) in encouraging students to realize their fullest cognitive and affective growth potential, as well as to achieve the necessary level of social skills and social independence.

Objectives. *A.* The Division of Instruction will assist DDE with the planning and implementation of the work-study program.

B. The Division of Instruction will, in conjunction with DDE, assure that appropriate carry-over of instructional learning activities are in evidence with the residence program.

Goal. The Division of Instruction will show a commitment to the concept of Continuing and Community Education through cooperative efforts with the Center for Continuing Education at Gallaudet College.

Objective. The Division of Instruction shall designate an individual who will represent the School to the Gallaudet College Center for Continuing Education in order to provide means for establishing mutually beneficial programs.

Goal. The Division of Instruction shall explore mechanisms for incorporating the concept of reverse and standard mainstreaming within the context of the MSSD educational program.

Objective. The Division of Instruction shall establish a task force in conjunction with DDE, to map out the parameters involved in student selection procedures for these mainstreaming options.

MSSD students participated in the production of 10 public service announcements which have been circulated and shown on television stations in the school's service area. Several of the announcements had Bicentennial themes, such as freedom of communication, the postal service, Nathan Hale, the national anthem, and the signing of the Declaration of Independence. Shown above are students as they are taping the television spot on the postal service.

DIVISION OF DEVELOPMENTAL EDUCATION

Purpose. Students inevitably reach a point in their lives when they begin to ask such questions as "Who am I?" "Why am I here?" "Where do I go from here?" It is the responsibility of the Division of Developmental Education to assist the students in addressing these and the many other concerns they will be facing throughout their adolescence. The Division has established a service delivery system that is functional to its three (3) principal departmental components. Foremost of these is the Department of Pupil Personnel Services (P.P.S.) which assumes a major responsibility for assisting with the psychosocial assessment and adjustment of the student. It maintains a system of guidance and referral that encompasses (a) individual analysis, (b) educational planning, (c) career planning, (d) personal and group counseling, and (e) post-secondary placement.

The staffing component of P.P.S. consists principally of (1) a registered school nurse who is responsible for the health and hygiene concerns of the students; (2) a social worker, who provides assistance to the guidance program by (a) consulting with families, (b) developing appropriate social histories, and (c) establishing community family homes for those students requiring a different type of residential arrangement; (3) a psychologist who is responsible for (a) the testing program of the School, (b) the screening of all referrals for services to determine appropriate approaches, and (c) the diagnosis and evaluation of all applicants for admission; and (4) a cadre of counselors, who work in close conjunction with the above staff and the Principal's Office within the Division of Instruction.

Other administrative responsibilities include (a) an admissions office and (b) maintenance of each student's cumulative record. The Department of P.P.S. acts in concert with the Division of Research and Evaluation to develop a data base student management system that will permit immediate and controlled computer access to student records. Thus, to work effectively, P.P.S. must relate compatibly with the instructional, research and managerial aspects of the entire School.

Secondly, the Division of Developmental Education has a Department of Residence Programs responsible for the design and provision of such living arrangements as (a) residence halls, (b) independent living, (c) training apartments, (d) group homes, and (e) community family homes--on referral by the social workers; only. The Department of Residence Programs does not subscribe to the institutional "caretaker" philosophy, but rather seeks to provide an extension of learning experiences beyond the classroom. It is committed to the development of creative and productive leisure time pursuits for the students so that they can become better managers of their own free time.

Lastly, the Department of Career Development was established to provide input and guidance to the VECTOR component of the Division of Instruction. Work-study arrangements, career planning and post-secondary placement are its foremost responsibilities.

Program Accomplishments. Each of the aforementioned departments within D.D.E. were responsible for effecting the following:

- A Referral System was formalized and instituted. A document describing the roles of each member of the Pupil Personnel Services team and the system was distributed to all the faculty and staff members outlining procedures whereby they could refer students with various types of problems to the appropriate person in the department.
- The career planning system developed by the Center for Vocational Education at Ohio State University, with assistance from MSSD, was formally instituted and the school counselors became the prime contact persons for the seniors in developing their post-secondary plans and implementing them.
- The counselors assisted with the Center for Vocational Education in adapting the career education units of "Social Interaction" and "Understanding Self."
- The first Senior Day was organized which provided the parents of the seniors with an orientation to career education, the career planning system, and the procedures involved in post-secondary planning for their children.
- An independent living arrangement was established and opened in Silver Spring, Maryland, capable of accommodating up to four (4) girls.
- A directory of mental health, physical health, educational and social agencies providing services to deaf persons in the Metropolitan area was compiled and disseminated.
- Health services were expanded to include gynecological and orthopedic consultations in addition to the usual complement of services.
- The Office of Parent Liaison/Admissions was reorganized with the transfer of the parent liaison function and the incumbent--Parent Programmer--to the Division of Instruction. Recruitment for the D.D.E. position of Admissions Officer was initiated.
- The D.D.E. position of Coordinator of Residence Programs was advertised and filled in accordance with the Affirmative Action Plan of Gallaudet College.
- The residence programs staff became involved with career education by pilot testing appropriate curriculum units within the residential setting.
- A "training apartment" curriculum was conceptualized and completed. The learning strategies it encompasses are geared to prepare students for independent living.

- A residence staff handbook was designed and completed. The operation and maintenance of the residence programs is fully described along with a statement of rules and regulations.

- The layout plans for the occupational shop areas were completed, and all electrical safety requirements were established.

- All equipment and machinery for the shops were reviewed, selected and ordered.

- A task force report on the Work Study Program was completed with a consequent revision of the full program.

- New administrative arrangements were effected when the occupational education program was transferred to the Division of Instruction and the Work-Study Program was made a part of Pupil Personnel Services within the Division of Developmental Education.

Statement of Goals and Objectives. Contained below are the directions the Division is anticipating for FY-77.

Goal. MSSD shall continue to prepare the students to the maximum extent possible to become independent and contributing members of society at their respective levels of functioning upon completion of the program.

Objectives. A. The Division shall facilitate student entry into society by maintaining working relationships with all major social, health and related agencies in the national capital region and the primary service area, which will be listed in a service directory developed by the Division.

B. Students shall be prepared for independent living by their selective participation and placement in a variety of on and off campus living arrangements.

C. The Division shall assist the students in establishing their appropriate levels of functioning through a comprehensive diagnostic assessment program, including medical, social, psychological, vocational and educational components.

D. The Division shall conduct classes or programs designed to give students insights into their own psychosocial needs, personal adjustment difficulties, and their deafness with regard to employment, family life, social interaction and civic duties.

E. The Division shall conduct medical assessments, including otolaryngological, ophthalmological, dental and general physicals.

F. The Division shall provide the necessary initiative for implementing and maintaining the intent of Title 45, Part 99--The Privacy Rights of Parents and Students.

Goal. The Division shall cooperate with the Division of Instruction by providing educational services that will meet the needs of an anticipated heterogeneous population.

Objectives. A. Appropriate mechanisms will be developed to ensure that the interests, skills and abilities of each student are being optimally developed and utilized.

B. The Division will ensure that every student be oriented to some form of post-secondary placement in (a) an occupational training program, (b) an academic degree program, or (c) gainful employment.

C. An active recruiting process will be developed to ensure (a) the appropriate screening and referral of all applicants--accepted or rejected; (b) the appropriate canvassing of the primary service area; (c) advertising beyond the primary service area; and (d) the appropriate selection of a student body that is balanced and equitable with respect to minority group representation, degrees of hearing impairment, and levels of educational achievement.

Goal. Comprehensive and in-depth guidance services shall be offered by the Division.

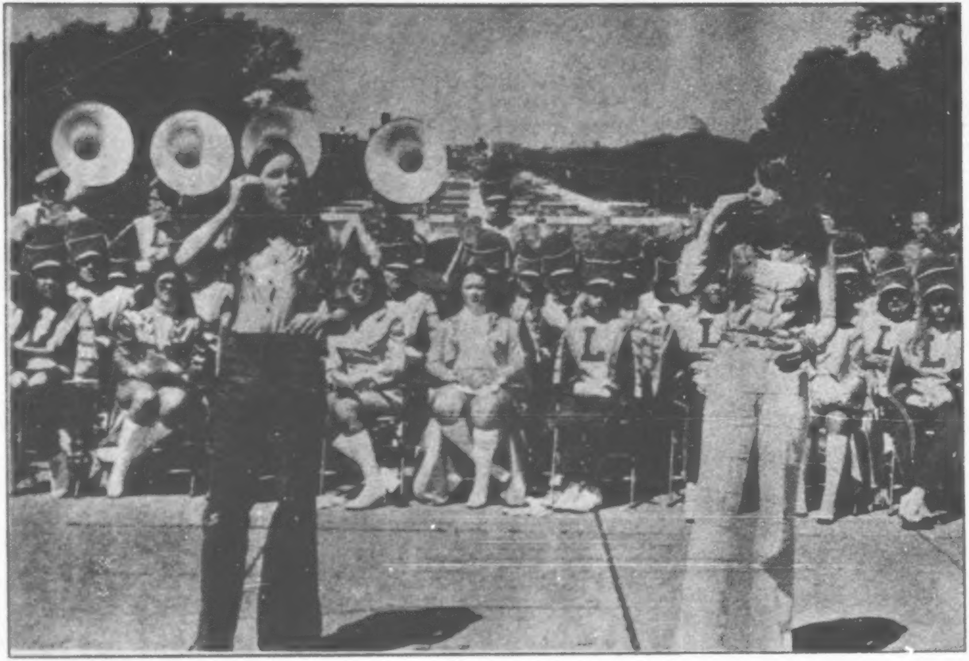
Objectives. A. Students will be provided with *informative services* in order to explore a wide range of career options.

B. Students will be provided with opportunities for *individual analysis* in order to identify their own suitability for selected career options.

C. Students will be provided opportunities to develop decision-making skills for *career development* so that they might further reconcile their recognized interests with their identified aptitudes.

D. Students will be presented with opportunities to develop and accept a wholistic concept of themselves and their roles in the world of work. Off campus studies and the work experience programs will be the realities against which to test this self-concept.

E. The Division shall, in conjunction with the Division of Instruction, assist in the development of each student's Individualized Educational Plan--as mandated by P.L. 94-142--emphasizing career awareness and post-secondary planning.



Two students from the MSSD participated last summer in the District of Columbia's Bicentennial "Salute to the States" on the grounds of the U.S. Capitol. The salute to the state of West Virginia included "Take Me Home, Country Roads" performed in song and sign language. A high school band from West Virginia is in the background.

DIVISION OF RESEARCH AND EVALUATION

Purpose. The Division of Research and Evaluation (DORE) is committed to providing the MSSD with the quality support necessary for ensuring general educational excellence in its secondary program offerings. This commitment is demonstrated by (a) continual internal and external evaluation of instructional models and management models; (b) an active dissemination process; and, (c) involvement in critical areas of basic and applied research. Implicit throughout the scope of DORE's efforts is its commitment to a continuing staff development process. This process encourages the acquisition and expansion of appropriate thinking skills, research orientations, and evaluative experiences in order to enable MSSD to meet its many mission commitments. DORE also encourages the promotion of an appropriate research attitude among the professional staff of other Divisions.

Specifically, DORE has provided, during the period under report, the appropriate conceptual and technical support to conduct: (a) institutional research; (b) operational planning functions; (c) program evaluation; and (d) maintenance of internal operations. These accomplishments are briefly highlighted below.

Program Accomplishments. Institutional research activities were conducted in such major areas as: (a) the prototype establishment of a data-base student management system; (b) the completion of a mechanism for conducting follow-up studies on students leaving or graduating from MSSD; (c) the development of a faculty evaluation system; and (d) the completion and dissemination of an item-statistic analysis of the 1973 Stanford Achievement Test Battery.

In order to bring about increased improvements in the management of student learning experiences, DORE cooperated with other Divisions in the operational planning to systematize such developmental approaches.

Typifying this cross-divisional involvement were such projects as (a) the development of vocabulary measurement indices, (b) the validation of affective domain measurement indices, (c) the validation of career education efforts, (d) consultation with the emergence of personal growth strategies, (d) the development of linguistic and communication competency measures, and (f) the development and deployment of a data-based records management system.

In order to assess the effectiveness of various program options adopted by the School, the Division developed a program evaluation schema. This schema involved (a) assessing the interactive English curriculum, (b) assessing the effects of conjoining CAI to an experimental math curriculum (IMS), (c) assessing the ten (10) quinmester effect of the mini-school experience on student learning and achievement, and (d) field testing a variety of curriculum units.

In maintaining the Division's internal operations, a substantial degree of involvement was allocated to (a) the staff's participatory involvement in numerous national and regional professional colloquia, and (b) the conversion from old procedures that involved the constructing of fiscal operating year budgets, operational plans and master plans into a system that integrated all processes into a single, unitary and coherent management by objectives format.

Statement of Goals and Objectives.

Contained below are the directions the Division is anticipating for FY-77.

Goal. *MSSD Research Coordination:* All research and dissemination activities within MSSD need to be coordinated to avoid duplication of effort and to provide common research direction and continuity.

Objectives. A. Drafts of Procedures for Initiation of Research Projects and Procedures Leading to Selection and Completion of Research Projects (Mission Statement Draft, 5/25/76) will be finalized.

B. Procedures for inter-divisional coordination of cooperative research projects, including procedures for quality control, will be developed.

C. A document of procedures will be drafted and submitted to the Program Management Team for review, revision and approval.

D. Finalization of the procedures specified in the document will be monitored and made ready for implementation and dissemination.

Goal. *Campus-Wide Research Coordination:* Extant and ongoing research within the Pre-College is generally characterized by lack of common direction and continuity, lack of coordination, and duplication of effort. This situation reduces the efficiency and effectiveness of research efforts and reduces the potential impact research has for assisting in the effort to promote deaf students' maximum growth. MSSD is mandated to provide local and national leadership and coordination within the field. Thus, this goal represents an effort to draw pre-college researchers together for reasons of maximum coordination, productivity, utility, and continuity and participation in similar efforts at the campus level.

Objectives. A. DORE will initiate informal discussion with all units of the Pre-College Programs and the Dean of Research, Gallaudet, for the purpose of planning and prioritizing a set of established policies and procedures useful for the integration of research efforts at the pre-college level.

B. DORE will maintain contact and professional exchange with researchers outside of the Gallaudet community in order to better achieve this stated goal.

Goal. *Professional Exchange with MSSD Faculty:* The utilization of the unique talents and skills of the various members of the MSSD staff will expedite the efficiency and consequence of efforts leading to the School's fulfillment of its mission.

Objectives. A. DORE will attend and participate in all regular committee and faculty activities of the MSSD and the College, as appropriate.

B. DORE will assist in inter-divisional efforts when requested and will provide research assistance to individual faculty members when needed.

C. DORE will provide appropriate levels of in-service training for all MSSD professionals in order to promulgate an awareness of Division activities and a furtherance of a "research" attitude.

Goal. *Research Skill Development:* The research and evaluation responsibilities of MSSD are constantly changing depending on both in-house factors (student body, teaching staff, and educational structure) and the deaf educational community obligations. DORE, as the research arm of MSSD, will be current on new developments and new skills in educational research and evaluation.

Objectives. A. DORE will keep informed of the seminars and workshops being offered by public and private educational professional groups that relate to educational research and evaluation.

B. DORE will attend and host appropriate seminars in general and special educational research, and will evaluate the contents of such undertakings for purposes of determining the continued relevance of such endeavors.

Goal. *Professional Discipline Skill Development:* Professional meetings provide an opportunity for the exchange of ideas, the presentation of papers, and the securing of information about changes and development in comparable institutions.

Objective. DORE will develop mechanisms for sharing information gleaned from particpatory attendance at various professional meetings.

Goal. *Skill Development in the Field of Deaf Education:* Knowledge and expertise in the different language communication modes of the deaf community is essential for the optimum functioning of the professional members of DORE in specific and the MSSD at large.

Objective. DORE will participate in workshops of (1) total communication, (2) linguistics, (3) psycholinguistics, and (4) the psychology of deafness.

Goal. *Feasibility Study of Data Base System:* Whether or not a unified information system is the most appropriate means of data gathering and manipulation is an unanswered question. While logical inference may indicate the desirability of a unified system, legal and other limitations may preclude such a system. A feasibility study will allow the MSSD to determine if a data-base management system is the optimum arrangement for the MSSD.

Objectives. A. DORE will analyze information that is currently available related to data information needs and systems at the MSSD and assess current capabilities of the Gallaudet College computer system for both data gathering and reporting.

B. DORE will analyze commercial software packages on data-base management and correlate that information to current data retrieval and storage needs of the MSSD.

C. DORE will prepare a final recommendation for or against such a unified system.

Goal. *Criteria for Information Gathering Systems:* In order to assure that information is made available to the decision makers who need it, that information must be gathered in a manner that assures its appropriateness, timeliness, and quality. Currently, there is no central control group charged with overall monitoring responsibility in the collection of information in the various Divisions within the MSSD.

Objectives. A. DORE will establish procedures and guidelines for data of information input, and pilot test the resultant system.

B. DORE will develop the implementation of the Title 45, Part 99, Rights of Privacy Act guidelines, in order to monitor the confidentiality of student data.

C. DORE will establish a system for determining the current relevance of data being collected and utilized annually, and compile an operations manual.

Goal. *Establishing an Initial Data Base System:* As with any project of this potential size, a major-data base system will encounter problems, unexpected and expected. Feedback data from users of the information must be taken into account in the design and use of the system. The projected levels of usage and ease of access of information to decision makers can only be appropriately assessed through a trial period of use.

Objectives. A. DORE will review and analyze commercially available data-base management systems to determine their applicability to MSSD needs, and develop appropriate subsystem components where indicated.

B. DORE will develop, test, analyze and revise a prototype system using partial and full data-base inputs.

C. DORE will produce and disseminate a technical and consumer oriented report describing the system and its capabilities.

D. DORE will produce and disseminate a profile picture characterizing the MSSD student population currently in attendance.

Goal. *Graduate Data Base:* The maintenance of an accurate, up-to-date data base of the MSSD graduates provides a base for investigations pertinent to graduates of the MSSD and facilitates the School's administration by providing a graduate directory, mailing label service and relevant summary statistics.

Objectives. A. DORE will identify all relevant variables and design appropriate data collection procedures.

B. DORE will develop and update a directory and mailing label system of all graduates.

C. DORE will prepare and disseminate an appropriate statistical summary and report on all MSSD graduates.

Goal. *Graduate Follow-Up:* Detailed analysis of the social attitudes, and the economic and living characteristics of the School's graduates, coupled with demographic information obtained while the graduates were in attendance at the MSSD, provides useful feedback for the evaluation and improvement of the MSSD and its programs.

Objectives. A. DORE will identify appropriate variables, design the data gathering instruments, and identify the field interview sample of the School's graduates.

B. DORE will conduct the test, analyze its results, and prepare the final report for dissemination.

Goal. *Impact of Move to New Facility:* The new MSSD physical plant was designed to augment and support the School philosophy and program. It is essential that the impact of the new setting be described so that other programs may benefit from MSSD's experience and that a knowledge base be established to permit the optimal utilization of the MSSD facilities.

Objectives. A. DORE will (a) design the research paradigm, (b) select and develop needed indices of measurement, (c) adopt pre- and post-type measures of students' and faculty's perception of change, and (d) analyze the results.

B. A technical and non-technical document will be prepared for dissemination.

Goal. *Attitude Towards Open School Environment:* Many students of the MSSD have been exposed to the open environment of the temporary School facilities. However, new facilities will mean a new and different open environment; one which will have long term implications for the MSSD as a whole. Attitudes reflect different value systems. The measure of these attitudes is an important part of the moving toward full education for our students.

Objectives. A. DORE will review relevant literature to identify attitudes of interest in measureing student reaction to open education and determine available instruments for measuring those attitudes.

B. DORE will evolve the appropriate design and procedures necessary for the research, as well as validate any measuring instruments specially created for this design.

C. DORE will analyze results via a cluster concept analysis and prepare a report for consumer consumption.

Goal. *Longitudinal File of Writing Samples:* A need exists for a systematic means of assessing student development in writing skills. This project will establish such a system to serve as a basic evaluative tool and research/evaluation resource.

Objective. A. DORE will establish (a) the procedures for developing the linguistic stimulus sample, and (b) the procedures for administering and analyzing the student's written language protocols.

Goal. *Attitude Toward Vocation:* The experiential component of the MSSD program is one of the major emphases of the total curriculum. Since much program development is directed toward the assessment of student interests, in particular vocational choices, the determination of attitudes and the comparison of these attitudes is a major area of interest for the MSSD.

Objectives. A. DORE will review relevant literature to identify measures used to index student attitudes towards vocations and to finalize research design and procedures.

B. The results will be evaluated via a cluster concept analysis and readied for dissemination.

Goal. *Dissemination/Publications:* Various departments of the MSSD have specific interests in the development and dissemination of materials. It is therefore necessary that all of these efforts be coordinated through a unitary source--that of the Division of Research and Evaluation.

Objectives. A. DORE will establish and implement procedures necessary for the editorializing of MSSD materials.

B. These procedures will become a component feature of the entire dissemination system.

Goal. *Criteria for Disseminable Products:* Materials, models, or people are viewed as disseminable "products" of the MSSD. As such, care will be given to see that they exhibit prescribed standards of quality and potential effectiveness.

Objectives. A. DORE will establish a task force charged with the responsibility for outlining a way to determine the disseminability of a person, thing or idea.

B. DORE will submit to the Program Management Team a manual describing the criteria and procedures to be followed in this undertaking.

Goal. *MSSD Information Exhibits:* An MSSD information exhibit would promote awareness of the kinds of materials MSSD has developed. It can also provide an information opportunity for professional discussion on other deaf institutional educational needs.

Objectives. A. DORE will develop criteria for selecting, containing and presenting informative exhibits.

B. DORE will develop mechanisms for evaluating the viewer impact of such presentations.

Goal. *Research Publication:* MSSD currently lacks a vehicle for disseminating the findings of the research it sponsors. It is important that these findings be disseminated within and outside MSSD to professionals in the field and to parents.

Objectives. A. DORE will recommend to the Program Management Team format styles, acceptance criteria, and frequency of publication.

B. DORE will publish such vehicles, determine audiences, and assess impact on such audiences.

Goal. *National Research Advisory Committee:* The coordination of research activities, on a national level, maximizes the efficiency and effectiveness of research efforts. It also serves to expedite the application of research findings by providing a commonality and continuity of efforts among researchers.

Objectives. A. DORE will identify, locate and develop a dossier of nationally known researchers from various disciplines who are willing to cooperate in advising or entering into joint projects.

B. DORE will convene appropriate conferencings of such individuals to make more imaginative use of available manpower resources and to gain consultative input on the prioritizing of the institutions research directions.

Goal. *Exchange Program of Faculty Personnel:* Professional exchange with other educational institutions for the deaf will assure a continuous flow of up-to-date information.

Objectives. A. DORE will develop, in conjunction with other Divisions, mechanisms that will effect a professional exchange program.

B. DORE will set up the means to determine outside interest in participation and evaluate the reciprocal effectiveness of such an undertaking.

Goal. *Role of MSSD as Change Agent:* A major function of the MSSD is that of production and dissemination of information and models to the field of the deaf. If the data disseminated is to find use in the field, the MSSD must function as an effective change agent. This study will address the assessment of the MSSD in that role and highlight activities that the MSSD could undertake to assure the effective completion of that role.

Objectives. A. DORE will construct and field test appropriate survey instruments to measure how the profession perceives the role of MSSD as an agent of change.

B. The survey will be conducted, results analyzed, and the findings will be summarized and prepared for dissemination.

Goal. *Field Test Acceptability Survey:* A survey will be undertaken to determine if potential audiences of MSSD materials would participate in the field testing of such materials. This information could conceivably provide trend lines for the type and quality of effort which might be necessary in order to obtain field test sites for our developed instructional products. It will also indicate the degree to which the professionals in the field are aware that the MSSD has and will undertake field tests in a cooperative manner.

Objectives. A. DORE will explore the feasibility of utilizing existing field test networks by conducting an acceptability survey.

B. Criteria will be developed for selecting sites supplementing existing networks.

C. DORE will analyze the survey results, establish tentative commitments of cooperation, and disseminate the findings.

Goal. *Criteria for Field Testing:* In every development project it is possible to reach a point of diminishing returns. It is also possible to jump ahead without having considered alternatives. Materials for field testing should be at a high point of readiness and be supported by realistic pilot test data.

Objectives. A. DORE will outline areas of responsibility for information gathering and develop formal criteria for determining field readiness.

B. DORE will apply criteria to instructional materials and assess its effectiveness.

C. DORE will develop a written report summarizing the criterial indices selected and the procedure for determining readiness. Prepare for dissemination.

Goal. *Develop/Validate Field Test Measurement Devices:* Numerous curriculum development organizations and evaluation groups have used and continue to use instruments and devices to measure the effectiveness of instructional materials which are being field tested. Lessons learned by other groups will be incorporated into the efforts of the MSSD research staff during the development and assessment of instruments designed to provide feedback to the development teams.

Objectives. A. DORE will determine what instruments are currently in use by other development groups in the country and develop new instruments where appropriate.

B. DORE will modify, revise and validate those instruments capable of being utilized in the field testing effort of MSSD and disseminate findings.

Goal. *Conduct Field Testing:* Field testing is an important component of the development process. In no other way can we obtain detailed information on the use of MSSD-developed materials in other settings. Additionally, the field test effort provides a means of dissemination of information and feedback related to the MSSD programs. Field testing is a major function of DORE and of the Division of Curriculum Development/Media.

Objectives. A. DORE will identify materials which have been determined as "field ready" and design appropriate data collection and analysis procedures on a per product basis.

B. DORE will conduct field tests.

Goal. *A Bank of Criterion Referenced Items:* A need exists for evaluation tools that provide basic information on students across a range of subject matter areas. The development of a bank of criterion references assessment devices will have importance for curriculum and program development, curriculum and program evaluation, and the tailoring of programs and approaches to meet individual student needs.

Objectives. A. DORE will establish inter-divisional relationships between the Division of Instruction, the Division of Curriculum Development/Media, and DORE for the purpose of ascertaining subject matter areas for which the criterion referenced items will be developed.

B. DORE will establish criteria for developing criterion referenced items and for defining "minimal competencies."

C. DORE will classify and validate criterion referenced items and summarize findings.

Goal. *Woodward Language Assessment Approach:* A major concern of teachers and other professionals working with deaf adolescents is English language development. Measures that assess and diagnose a student's English language capabilities and weaknesses pose an extremely valuable classroom tool. This project will evaluate the potential usefulness one approach (Woodward) to measuring deaf students' language growth at MSSD.

Objectives. A. DORE will conduct a workshop to train two (2) teachers and one (1) Research/Evaluation Specialist in the scoring, diagnostic, and analysis procedures.

B. DORE will design sample selection procedures; and will administer, analyze, and prepare consumer oriented reports.

Goal. *Semantic Differential Scale:* The Semantic Differential technique developed by Osgood, Anci, and Tannenbaum (1959) is designed to measure objectively the connotative meaning of a concept. Evidence exists that suggests that the process by which attitudes are formed is the same as the process by which emotional or affective meanings are formed. Thus, the Semantic Differential can be a valuable tool in evaluating both the language component and the attitude component in an individual. The Semantic Differential has been used extensively to evaluate attitudes in the hearing community. If applicable to the deaf community, it will be an important means to evaluate the affective or attitudinal domain of deaf or hearing-impaired individuals.

Objectives. A. DORE will review the literature on the use of semantic differential techniques with hearing-impaired students.

B. DORE will determine the concepts to be measured by the scale, utilizing the scale factors of patency, attitude and activity.

C. DORE will select a sampling design, administer the scale, analyze results, and prepare for dissemination.

Goal. *Adaptation of Quality of Life Scale:* The MSSD invests heavily in the concept of an individualized program for each of its students and must maintain a sense for the quality of school life as perceived by its students. This replication study will utilize to the fullest advantages information recently gained by other investigators using instruments which should require little or no modification for use at MSSD.

Objectives. A. DORE will obtain copies of instruments and technical descriptions used in the design of the original study and determine modifications necessary for replication at the MSSD.

B. DORE will administer measures and compare results of original study by contrasting areas of difference and similarity for both studies.

Goal. *Cognitive Prerequisites for Math Curriculum:* The math department will be employing several curriculum approaches beginning FY-77. It is important that these approaches be evaluated as to their compatibility with the cognitive levels possessed by MSSD students.

Objectives. A. DORE will select the measures to assess cognitive level of students and develop the procedure to assess cognitive prerequisites of such curricula.

B. DORE will design, administer, analyze and prepare consumer oriented reports.

Goal. *Identify Social and Psychological Factors:* An almost unlimited number of factors contribute to each student's social and academic adjustment to school. Additionally, some factors contribute to adjustments in different ways in different situations. Through the identification of relevant factors, modifications of students' opportunities and experiences will be possible in order to maximize student adjustment experiences.

Objectives. A. DORE will identify factors that are possible contributors to social and psychological adjustment of students by reviewing the literature and determining its relevance to MSSD.

B. DORE will design, administer, analyze and prepare findings for dissemination.

Goal. *English Vocabulary Usage:* Skill in reading is probably the most crucial information source for the deaf student. Thus, the development of reading material that is on an appropriate level for the deaf student is the key to skills in reading. The Dresner-Silverman & Guilfoyle Study developed a list of vocabulary norms for deaf children. If these vocabulary norms hold for the MSSD student, then the study will become the base for the development of tests, curriculum materials, captioning, etc.

Objectives. A. DORE will review the Dresner-Silverman & Guilfoyle Study and other relevant literature and consult researchers at Lexington School for the Deaf.

B. DORE will design, administer, analyze and prepare findings for dissemination.

Goal. *A Preliminary Study of the Reading Process:* Reading is a major problem area for deaf adolescents and programs educating deaf adolescents. The nature of reading has yet to be analyzed in a manner that would underpin a long-term approach to remedial reading difficulties. This objective will provide a knowledge base from which to launch such an approach.

Objectives. A. DORE will review and analyze the literature characterizing the reading process of deaf adolescents.

B. DORE will develop criteria for characterizing those reading approaches showing the most potential for remediation.

C. DORE will establish a list of recommendations for pursuing further research in this area by either MSSD or other institutions.

Goal. *Characteristics of Hearing-Impaired Readers:* Aside from facilitating the acquisition of other skills and other forms of knowledge, reading provides a meaningful form of entertainment, especially when aural forms are usually inaccessable. Hopefully, research will provide long-term solutions to the pressing problems of poor reading ability and infrequent use of books found among hearing-impaired students and graduates.

Objectives. A. DORE will classify the students of the MSSD on a continuum of frequency of reading, and delineate those variables which may have an impact on reading frequency.

B. DORE will collect and analyze variables and compare them with the School's baseline data.

Goal. *Presentation of Concepts:* The English structures used by many hearing-impaired adolescents are not in alignment with those used by some hearing and deaf educators. The identification of appropriate and inappropriate linguistic structures for use with hearing impaired students will serve to facilitate teacher-student classroom communication and the development of assessment instruments for use with the population.

Objectives. A. DORE will review the literature on approaches toward the identification of appropriate and inappropriate linguistic structures (completed during FY-76) for hearing-impaired students.

B. DORE will collect responses to a variety of linguistic structures made by hearing and hearing impaired students (hearing students as a control group) from the Office of Demographic Studies and the Psychological Corporation.

C. DORE will complete a trends analysis of the data and present findings to a panel of judges for verification and possible interpretation of perceived trends.

D. DORE will develop appropriate reports.

Goal. *Comparative Connotative Word Meanings:* Language analysis can provide an insight into the behavioral relationships of sub-cultural groups of people who speak the same language. If different groups share similar meanings for specific concepts, the understanding and interaction between them is closer, more harmonious and less conducive to social problems.

Objectives. A. DORE will review the literature pertaining to the semantic component of language in the hearing-impaired adolescent and investigate the types of instruments being used to measure the semantic aspects of language.

B. DORE will develop and validate appropriate instrumentation, determine sampling design, administer, analyze and prepare for dissemination.

Goal. *A Comparative Pilot Study of English Language Development Methodology:* Several different systems of representing spoken English currently exist in the field of education to the deaf (e.g., SEE, LOVE, Cued Speech). Little research evidence has been produced regarding the relative efficacy of these systems. As English language development may well be the central issue in the field, it is crucial that MSSD sponsor and support research that pertains to this area.

Objectives. A. DORE will select representation systems and train faculty language models in each system.

B. DORE will determine sampling design, administer measures, monitor the summer language immersion phase, analyze and prepare for dissemination.

Goal. *A Preliminary Analysis of Cognitive Style:* The way in which a student processes cognitive and affective information determines, to a great degree, his success in school and in the community. Very little (if any) information is available on the cognitive learning ways of the deaf student. Evidence exists that the teaching method should be determined by the cognitive learning mode of the student.

Objectives. A. DORE will conduct a review of the literature and consult with Dr. Witkin of the Educational Testing Service for instrumentation.

B. DORE will determine sampling design, administer, analyze and prepare report for dissemination.

Goal. *Learning Disabilities and the Multiple Handicapped:* The 1964/65 rubella epidemic drastically increased the incidence of multiple handicapped deaf children. These children will reach MSSD admission age in 1978. Consequently, it is important that a knowledge base be established in order to make provision for their entry into the MSSD program.

Objective: DORE will consult with the MSSD National Advisory Committee and their specially appointed task force team on the multiple handicapped deaf student, and will develop strategies pursuant to their recommendations.

Goal. *Cued Speech for Speech Therapy:* MSSD is charged with investigating innovations in language acquisition and remediation. One aspect of this problem resides in the articulation and intelligibility of deaf adolescents' speech production. It is important that tools having potential for improving deaf adolescents speech production be investigated and disseminated.

Objectives. A. DORE and experts in speech therapy will review the pilot study "Cued Speech as a Speech Therapy Device," 1973, for the purpose of revision or replication.

B. DORE will determine sampling design, administer measures, analyze results, and prepare reports for dissemination.

Goal. *Self-Esteem of Deaf Adolescents:* Self-esteem refers to the evaluation which individuals make and maintain with regard to themselves. A hearing impairment impacts in varying degrees on the development of the self-concept and self-esteem. How students see and feel about themselves will impact on their learning and behavior. A deep understanding of improving self-esteem will help facilitate the learning for hearing impaired students.

Objectives. A. DORE will review the literature and develop criteria for assessing self-concept development approaches.

B. DORE will recommend alternative approaches and suggest further research strategies.

Goal. *Alternative Instructional Strategies:* The identification of the utility of various instructional strategies on the computer will facilitate curriculum developers in deaf education, particularly MSSD's department of Curriculam and Instructional Design, in producing optimal materials for use with the TICCIT+10 System.

Objectives. A. DORE will design and develop simulation materials for the computer which incorporate different instructional concept and develop criterion measures of mastery.

B. DORE will determine sampling design, administer, analyze pare reports for dissemination.

MSSD formed a tennis team during the year and began working toward a regular schedule of competition with other schools. Other MSSD sports include soccer, basketball, volleyball, and track.

DIVISION OF CURRICULUM DEVELOPMENT/MEDIA

Purpose. The Division of Curriculum Development/Media (CD/M) develops mediated instructional products for use at the MSSD and for dissemination to schools for the deaf throughout the country. Drawing upon the content expertise of the Division of Instruction and the evaluative skills of the Division of Research and Evaluation, the Division develops curriculum that is systematic in approach, innovative in design, effective in the classroom, and has the potential for dissemination to other schools for the deaf.

To carry out these responsibilities, the Division is divided into three (3) departments. The Department of Curriculum/Instructional Design is concerned primarily with the development of curriculum--designing objectives, learning activities, and tests for each course at the MSSD. The Department of Media Production provides art, photographic, and print services to the School, often working closely with Curriculum/Instructional Design in the production of courses. The third department, the Learning Resources Center, stores and displays courses and other educational materials via print and non-print holdings, television production, and the TICCIT+10 computer system. Each of these departments is supervised by a Coordinator, who reports directly to the Division Director.

Acting as a consultant group, the Liaison Office of the National Center for Educational Media and Materials for the Handicapped (NCEMMH) also works under the aegis of the Division. This office provides consultation to the MSSD and CD/M on the use of educational technology.

The faculty/staff in the Division represent an extremely diverse group of talented specialists, ranging from artists and photographers to instructional designers; from library professionals to specialists and technicians in television, computer systems, and audio-visual equipment. Working in teams with personnel from other Divisions, these specialists design and implement curriculum for such varied media as print, slides, television, and computer assisted instruction.

Program Accomplishments. The Department of Media Production is a service/response unit utilizing the skills of four (4) artists, two (2) photographers, and two (2) printers to provide media support to the MSSD. These services encompass (a) curriculum and instructional projects for pilot and field testing, (b) day-to-day instructional needs, (c) public information publications, (d) administrative support, and (e) student activities and projects.

The Media Production Department processed approximately 1,200 work orders during the period under report. These varied in size from small projects requiring a few hours for completion to larger projects requiring weeks or months for completion. One of the major accomplishments was the completion of a 16mm sound/color film documenting the Mini-School.

During the Fiscal Year 1976, the Media Production Coordinator spent 50% to 75% of her time coordinating activities connected with the construction and equipping of the new building as well as coordinating the move into the new facility.

The Department of Curriculum/Instructional Design generates a team effort in its developmental process. This involvement brings together the talent and expertise of several departments and Divisions, thereby providing a broad-base sharing in the recognition of C/ID's many products and accomplishments. Most notably, these included:

- informal pilot test and revision of the "Elementary Algebra" course;
- pilot test of "The Historian At Work;" revisions begun;
- pilot test of the "Interpersonal Communications" course;
- consultation to the Division of Instruction on approximately ten curriculum planning projects;
- consultation to the Division of Developmental Education on an external curriculum project--Center for Vocational Education-Career Education Units;
- initial development of comprehensive goals for the entire career education program;
- continued development of four major instructional products: "Consumer Mathematics" course; "Media Now" course; "Signfest" film series; "Structured Language Improvement Project" curriculum;
- development of the department Policies and Procedures Manual;
- planning and preparation for two major new projects--a course in deaf studies and a one-year project to re-write certain reference materials at different reading levels.

The Learning Resources Center Department provides for the selection/evaluation, collection, storage/retrieval, and distribution of hardware and software media materials. Additionally, the department coordinates television production and computer services. The department has:

- developed and implemented coordinated procedures for acquisition, cataloging, and processing of both print and non-print materials through the College Library, to maximize the use of campus resources and to assure the establishment of a campus-wide materials catalog;
- completed the television production of three programs in the "Taradiddler" series, and initiated copyright procedures in preparation of a dissemination effort;
- prepared a comprehensive proposal for a Pre-College Television Production/Dissemination Unit, utilizing the MSSD studio complex as the project site;
- developed strategies and initiated the selection/evaluation of materials processes for the Career Resource Area of the Learning Resources Center, in conjunction with the 1976 Operational Plan;
- completed the production of 75 hours of scripted-for-captioning video programs for curriculum enrichment;

- prepared and implemented school-wide centralization of print, non-print, and equipment acquisition procedures;

- inventoried and referred for maintenance/repair all MSSD equipment holdings, and developed a strategy for effective equipment dissemination and distribution in the new facility;

- revised the equipment, furniture, and space allocations for the LRC, Computer Center, and TV studios in the new facility;

- developed strategies for computer services in the new MSSD, and initiated the installation of the School's computer system.

During the period under report, the Liaison Office of the NCEMMH has:

- conducted a study on the development and use of curriculum by hearing-impaired students, giving insight into curriculum priorities within the field of education of the deaf. This information should assist MSSD and KDES ("Pre-College Curriculum Data Bank") in planning curriculum development with greater potential for dissemination; further, it will be made available to assist other agencies and individuals with responsibilities for planning the development and/or dissemination of instructional materials for hearing-impaired students;

- expanded the service relationship between the MSSD and the National Center on Educational Media and Materials for the Handicapped to include KDES; initiated a complementary service relationship with the Specialized Office for the Deaf and Hard of Hearing. (The expansion of service relationships increases the potential for supplementary educational technology services to MSSD and KDES.);

- established procedures to provide for distribution of the MSSD curriculum materials. The publication agreement among MSSD and NCEMMH provides for storage and distribution upon request by users, and collection of nominal handling fees by the Ohio State University press.

In addition, the Division Director personally assumed responsibility for the:

- installation of the TICCIT+10 Computer System: the installation and integration into the MSSD of the new computer system was overseen by the Division Director. Plans were made to assess the Gallaudet computer system, maximizing the educational potential of the computer system at the MSSD. Activities which were initiated included a school-wide orientation to the use and functions of the computer, and training in the operation of the computer to a level consistent with user need. Decisions were reached as to research areas to be explored during the first year of operation of the computer.

Statement of Goals and Objectives. Contained below are the proposed directions of the Division for FY-77.

Goal. The LRC will provide access to and assistance with the utilization of a comprehensive collection of print and non-print materials and equipment.

Objectives. A. The LRC will acquire and store an extensive array of print and non-print materials and educational media hardware according to the American Library Association and A.E.C.T. standards.

B. The LRC will provide the staff and students with a comprehensive information and reference service.

C. The LRC will assist the staff with (a) the preparation and production of classroom materials, and (b) the distribution and retrieval of classroom media.

D. The Division will arrange for the development of professional enrichment workshops and develop an in-service training plan for all staff.

Goal. Production, utilization, and general accessibility of television programming shall be made available.

Objectives. A. The Division will acquire and store a comprehensive collection of curricular and entertainment-oriented television materials.

B. The Division will promote the development and design of appropriate television courseware and video-related materials.

C. The operation and maintenance of a closed circuit television complex shall be provided.

D. Arrangement and involvement with appropriate in-service enrichment activities shall be provided to the television crew technicians.

Goal. The Division will provide for the development and accessibility of computer courseware and communications technology.

Objectives. A. Courseware and equipment will be designed, operated and maintained in order to provide a versatile computer services program.

B. Appropriate in-service training in the use and operation of the computer system will be provided.

Goal. The Division will act in concert with the Division of Instruction and the Division of Research and Evaluation to design and develop instructional learning materials.

Objectives. A. The Division will assist in the development of field test specifications for "Elementary Algebra."

B. Development of field test specifications for "The Historian At Work" will be implemented.

C. Unit I of the "Structured Language Improvement Project" will be pilot tested and revised.

D. Unit II of the "Structured Language Improvement Project" will be developed, pilot tested, and revised.

E. Thirteen (13) career education units will be pilot tested and revised.

F. Program objectives for career education at the MSSD will be developed and reviewed.

G. Units I-IX of "Consumer Mathematics" will be developed, pilot tested, and revised.

H. The first two (2) units of "Deaf Studies" will be developed.

I. The first four (4) units of "Me Now" will be modified and pilot tested.

J. A unit on "Auditory Communications" will be developed.

K. External curriculum development projects with the Center for Vocational Education at Ohio State University and several teacher developed products will be monitored and pilot tested in cooperation with the Specialized Office for the Deaf at the University of Nebraska.

L. The "Signfest" film series will be pilot tested.

Goal. A curriculum development and planning model will be conceived and implemented in cooperation with the Division of Instruction.

Objective. The Department of Curriculum and Instructional Design will articulate with the Associate Principal for Curriculum Planning of the Division of Instruction to generate a working model.

Goal. The media and materials production needs of the School will continue to be serviced.

Objectives. A. The Media Production Department will provide art, photographic and print services for the production of media/materials supporting day-to-day classroom instruction.

B. The Media Production Department will provide art, photographic and print services for the production of media/materials supporting the development of curriculum and instructional products.

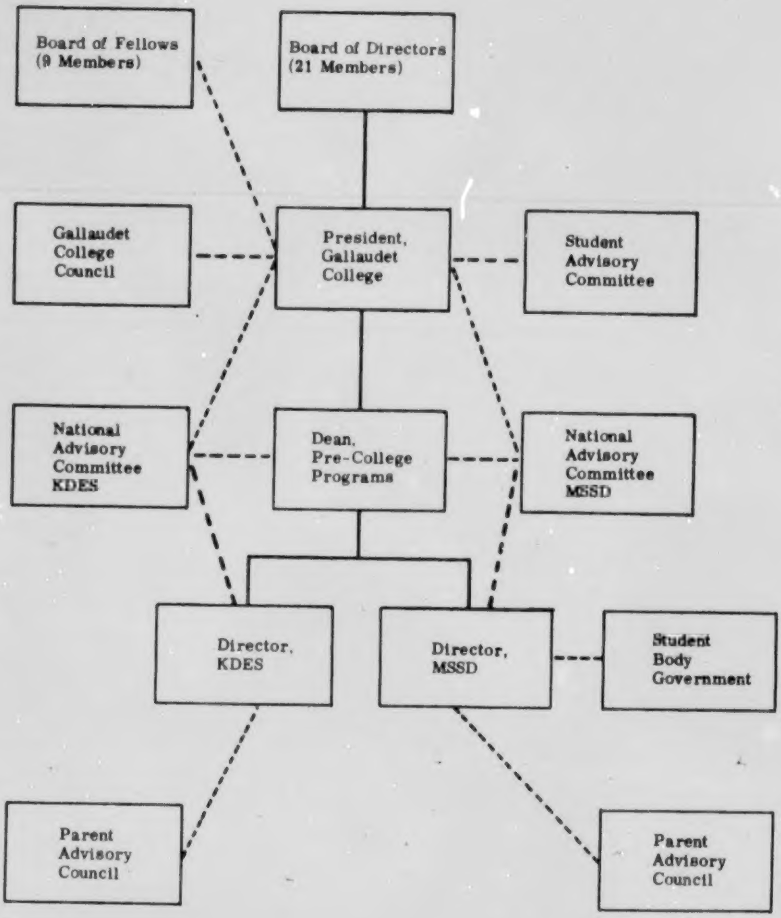
C. The Media Production Department will provide art, photographic and print services for the production of media/materials supporting the non-instructional communication needs of the MSSD.

D. The Media Production Department will provide art, photographic and print services for the production of media/materials supporting the non-instructional communication needs of the Pre-College Programs.

Graduation day is always a special occasion at the MSSD and the 1976 class included 20 students who moved on to post-secondary studies or jobs.

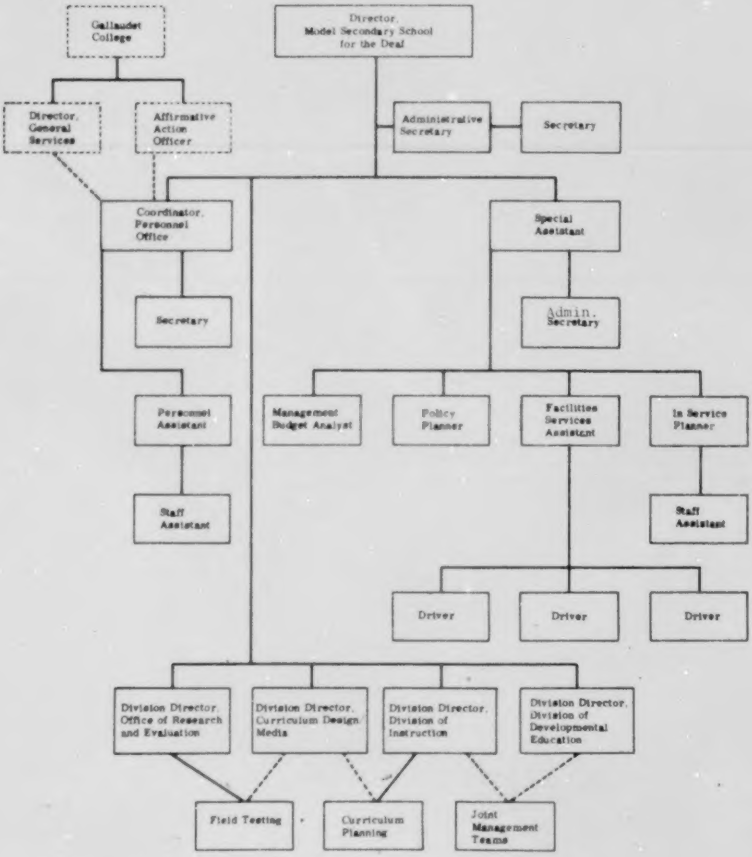
APPENDIX A

Organization of the Pre-College Programs FY-77


Board of Fellows (9 Members)
Board of Directors (21 Members)
Gallaudet College Council
President, Gallaudet College
Student Advisory Committee
National Advisory Committee KDES
Dean, Pre-College Programs
National Advisory Committee MSSD
Director, KDES
Director, MSSD
Student Body Government
Parent Advisory Council
Parent Advisory Council

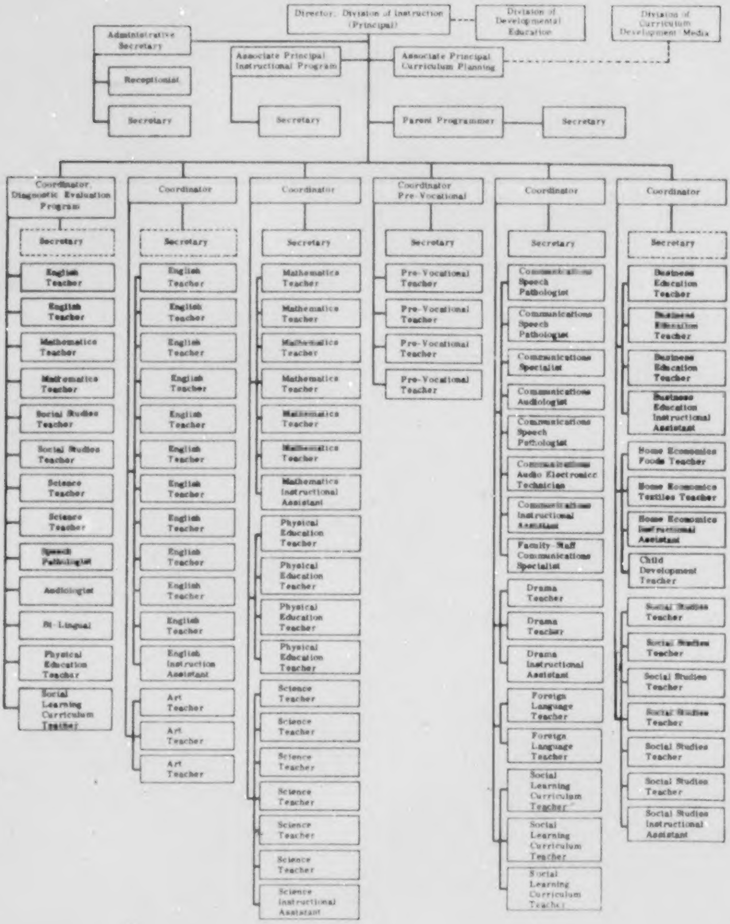
APPENDIX B

The Model Secondary School for the Deaf Central Administration FY-77


Gallaudet College
Director, Model Secondary School for the Deaf
Director, General Services
Affirmative Action Officer
Administrative Secretary
Secretary
Coordinator, Personnel Office
Special Assistant
Secretary
Admin. Secretary
Personnel Assistant
Management Budget Analyst
Policy Planner
Facilities Services Assistant
In Service Planner
Staff Assistant
Staff Assistant
Driver
Driver
Driver
Division Director, Office of Research and Evaluation
Division Director, Curriculum Design/Media
Division Director, Division of Instruction
Division Director, Division of Developmental Education
Field Testing
Curriculum Planning
Joint Management Teams

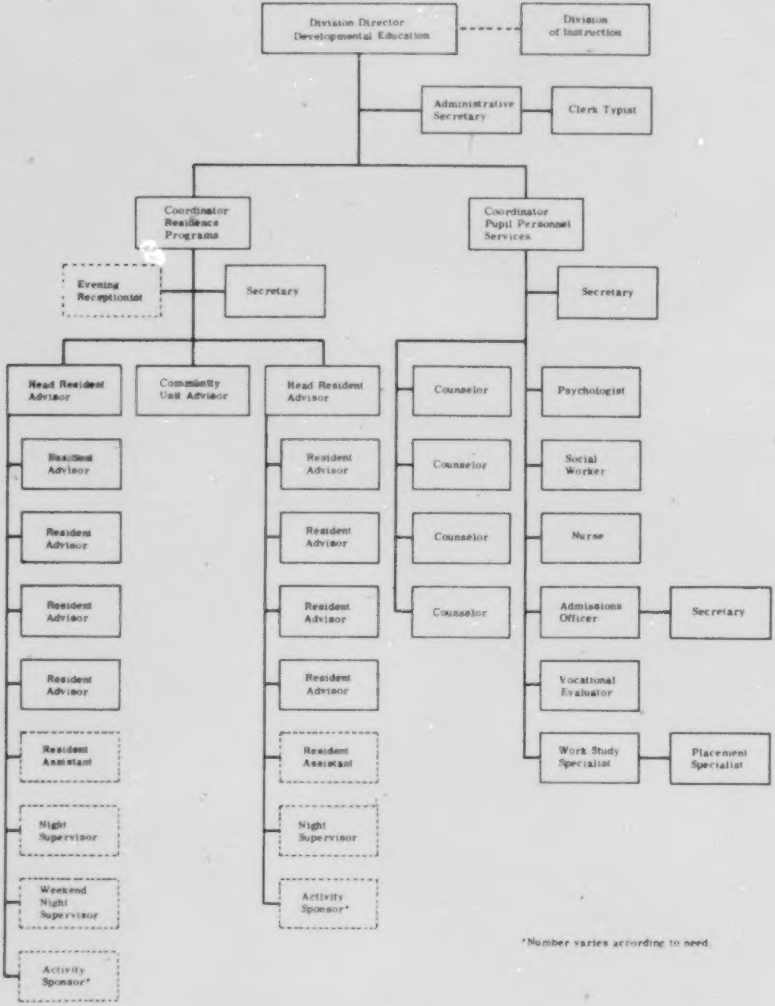
APPENDIX C

Organization of the Division of Instruction FY-77


Director, Division of Instruction (Principal)
Division of Developmental Education
Division of Curriculum Development Media
Administrative Secretary
Receptionist
Secretary
Associate Principal Instructional Program
Secretary
Associate Principal Curriculum Planning
Parent Programmer
Secretary
Coordinator, Diagnostic Evaluation Program
Secretary
English Teacher
English Teacher
Mathematics Teacher
Mathematics Teacher
Social Studies Teacher
Social Studies Teacher
Science Teacher
Science Teacher
Speech Pathologist
Audiologist
Bi-Lingual
Physical Education Teacher
Social Learning Curriculum Teacher
Coordinator
Secretary
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Teacher
English Instruction Assistant
Art Teacher
Art Teacher
Art Teacher
Coordinator
Secretary
Mathematics Teacher
Mathematics Teacher
Mathematics Teacher
Mathematics Teacher
Mathematics Teacher
Mathematics Teacher
Mathematics Instructional Assistant
Physical Education Teacher
Physical Education Teacher
Physical Education Teacher
Physical Education Teacher
Science Teacher
Science Teacher
Science Teacher
Science Teacher
Science Teacher
Science Teacher
Science Instructional Assistant
Coordinator Pre-Vocational
Secretary
Pre-Vocational Teacher
Pre-Vocational Teacher
Pre-Vocational Teacher
Pre-Vocational Teacher
Coordinator
Secretary
Communications Speech Pathologist
Communications Speech Pathologist
Communications Specialist
Communications Audiologist
Communications Speech Pathologist
Communications Audio Electronics Technician
Communications Instructional Assistant
Faculty-Staff Communications Specialist
Drama Teacher
Drama Teacher
Drama Instructional Assistant
Foreign Language Teacher
Foreign Language Teacher
Social Learning Curriculum Teacher
Social Learning Curriculum Teacher
Social Learning Curriculum Teacher
Coordinator
Secretary
Business Education Teacher
Business Education Teacher
Business Education Teacher
Business Education Instructional Assistant
Home Economics Foods Teacher
Home Economics Textiles Teacher
Home Economics Instructional Assistant
Child Development Teacher
Social Studies Teacher
Social Studies Teacher
Social Studies Teacher
Social Studies Teacher
Social Studies Teacher
Social Studies Teacher
Social Studies Instructional Assistant

APPENDIX D

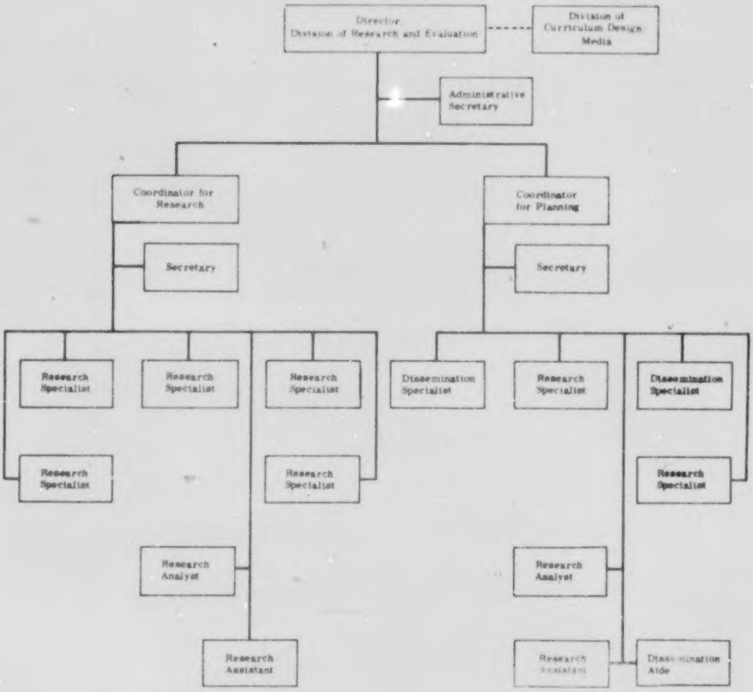
Organization of the Division of Developmental Education FY-77


Division Director Developmental Education
Division of Instruction
Administrative Secretary
Clerk Typist
Coordinator Residence Programs
Coordinator Pupil Personnel Services
Evening Receptionist
Secretary
Secretary
Head Resident Advisor
Community Unit Advisor
Head Resident Advisor
Counselor
Psychologist
Resident Advisor
Resident Advisor
Counselor
Social Worker
Resident Advisor
Resident Advisor
Counselor
Nurse
Resident Advisor
Resident Advisor
Counselor
Admissions Officer
Secretary
Resident Advisor
Resident Advisor
Vocational Evaluator
Resident Assistant
Resident Assistant
Work Study Specialist
Placement Specialist
Night Supervisor
Night Supervisor
Weekend Night Supervisor
Activity Sponsor*
Activity Sponsor*

*Number varies according to need.

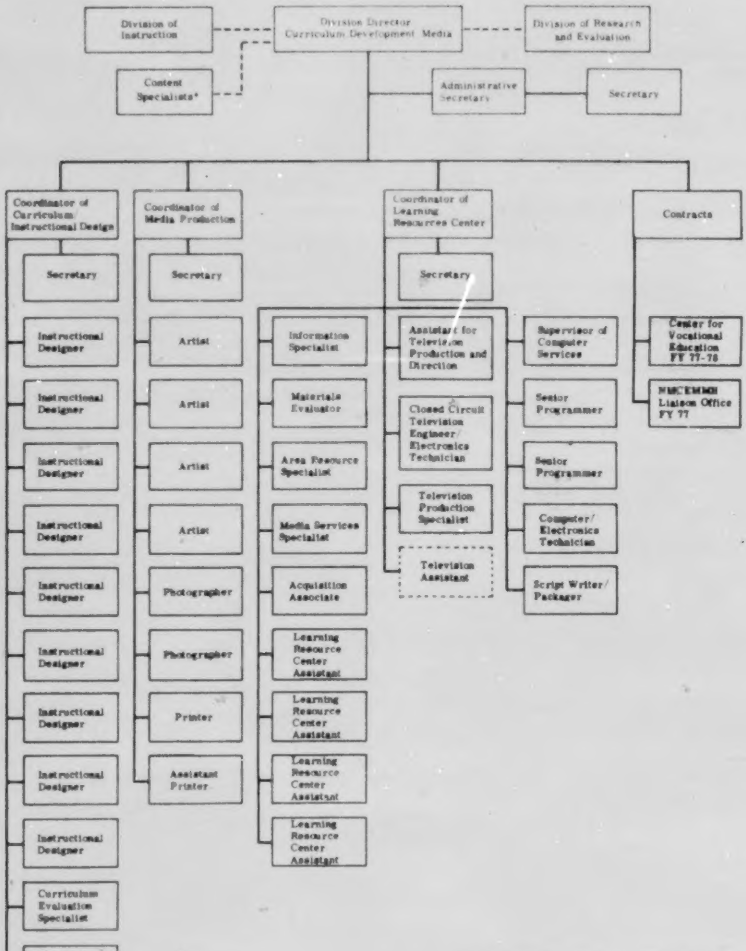
APPENDIX E

Organization of the Division of Research and Evaluation FY- 77


Director
Division of Research and Evaluation
Division of Curriculum Design Media
Administrative Secretary
Coordinator for Research
Coordinator for Planning
Secretary
Secretary
Research Specialist
Research Specialist
Research Specialist
Dissemination Specialist
Research Specialist
Dissemination Specialist
Research Specialist
Research Specialist
Research Specialist
Research Analyst
Research Analyst
Research Assistant
Research Assistant
Dissemination Aide

APPENDIX F

Organization of the Division of Curriculum Development/Media FY-77


Division of Instruction
Division Director Curriculum Development Media
Division of Research and Evaluation
Content Specialists*
Administrative Secretary
Secretary
Coordinator of Curriculum/Instructional Design
Coordinator of Media Production
Coordinator of Learning Resources Center
Contracts
Secretary
Secretary
Secretary
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Instructional Designer
Curriculum Evaluation Specialist
Curriculum Evaluation Specialist
Artist
Artist
Artist
Artist
Photographer
Photographer
Printer
Assistant Printer
Information Specialist
Materials Evaluator
Area Resource Specialist
Media Services Specialist
Acquisition Associate
Learning Resource Center Assistant
Learning Resource Center Assistant
Learning Resource Center Assistant
Learning Resource Center Assistant
Assistant for Television Production and Direction
Closed Circuit Television Engineer/Electronics Technician
Television Production Specialist
Television Assistant
Supervisor of Computer Services
Senior Programmer
Senior Programmer
Computer/Electronics Technician
Script Writer/Packager
Center for Vocational Education FY 77-78
NMCEMMH Liaison Office FY 77

* Content specialists from Division of Instruction and Division of Developmental Education assigned to Curriculum Development Media Development teams.

APPENDIX G

PRACTICUM EXPERIENCES
at the
MODEL SECONDARY SCHOOL FOR THE DEAF

Summary of Procedures

I. The cooperating college or university will:

1. Select the practicum student
2. Select the external supervisor
3. Initiate the preliminary discussion with the MSSD Inservice Planner
4. Arrange for the periodic visits by the external supervisor
5. Provide evaluation feedback to the MSSD Inservice Planner concerning the placement

II. MSSD will:

1. Monitor the practicum experience
2. Select the internal supervisor
3. Write the letter of agreement
4. Evaluate the student's program and performance
5. Provide the feedback to the college/university

PRACTICUM EXPERIENCES
at the
MODEL SECONDARY SCHOOL FOR THE DEAF

The Model Secondary School for the Deaf cooperates with colleges and universities to provide training experiences for students enrolled in teacher education and other professional preparation programs for the hearing impaired.

I. Definition of Terms

A practicum is a carefully planned phase of professional preparation usually with a student's academic course work. The practicum experience should reflect the student's academic training, previous experiences and professional goals. It should provide, under direct close supervision, a highly focused setting in which a student may practice a specific set of skills.

A. Practicum

The practicum assignment should be of adequate length so that a student may receive sufficient knowledge and experience through planned observation and participation. Competent supervision should be a joint responsibility between the college or university (hereafter referred to as university) and the MSSD.

B. Internal Supervisor

The internal supervisor is the MSSD professional staff member who is selected cooperatively by the MSSD and the university to provide training for the practicum student.

Direct, close supervision is normally necessary during a practicum experience. Beginning with the student's observation period and continuing through the stages of a student's practicum, the internal supervisor should work closely with the student. In doing so the internal supervisor should exhibit: an accepting attitude toward the student; an expectation of professionalism from the student; an understanding of the student's insecurities in practicum experiences; a helpful attitude toward the student; a willingness to share materials and plans with the student; and a degree of permissiveness in allowing a student to experiment. The relationship of the internal supervisor to the student should ensure that knowledge and skills possessed by the internal supervisor are conveyed to the student, and immediate and effective feedback is provided to the student during the period of the practicum.

C. External Supervisor

The external supervisor is either the major advisor or a faculty member appointed by the cooperating university to ensure that the practicum experience is successful, that the evaluation of the student is completed, and that evaluative feedback of the placement is provided to the MSSD Inservice Planner.

II. Procedures for Placement

The following procedures will normally be followed in placing an individual at the MSSD for the purpose of practicum experiences.

A. Liaison Responsibility

The Inservice Planner at the MSSD will liaise with university and MSSD personnel. Liaison responsibility involves coordinating and monitoring all aspects of the practicum from the initial meeting (B below) to the completion or termination of the practicum. Additionally, the Inservice Planner will be responsible for ensuring that commitments made by the university, the MSSD, and the student are kept.

B. Preliminary Discussion

The external supervisor (university) will meet with the MSSD Inservice Planner and the person(s) who will be involved in the practicum at the MSSD to discuss the principles of the placement. During this meeting the matters covered in the letter of agreement (C below) will be discussed and an agreement reached on the placement of the student.

C. Letter of Agreement

The practical details of the practicum should be incorporated in a formal letter of agreement between the university and the Model Secondary School for the Deaf. The agreement should include sufficient specificity so that MSSD, the student, and the university will be able to adequately evaluate the practicum.

Responsibility for writing the agreement should be that of the Inservice Planner (MSSD) who will send a copy to the university supervisor for his approval or changes. Both the univeristy and the MSSD must approve the agreement in writing prior to the start of the practicum. See Part III for a sample letter of agreement.

D. Evaluation

The internal supervisor will be expected to provide the university and the MSSD Inservice Planner with a written evaluation of the student's program and performance. The external supervisor will be expected to provide the type of evaluation required by the university for practicum experiences. The evaluation report should be factual, honest and objective. The basis of the report should be one of mutual professional respect.

Model
Secondary School
For the Deaf

Kendall Green
Washington, D.C.
20002

Part III. Sample Letter of Agreement

January 11, 1977

Dr. John Doe
Department of Education
XYZ College
Washington, D.C. 11111

RE: (Name of Student)

Dear Dr. Doe:

The above named student is accepted for placement for student teaching practicum in the Science Department in the Division of Instruction of the Model Secondary School for the Deaf (MSSD). This placement is to fulfill the requirements of the graduate degree program in the Education of the Deaf at Gallaudet College.

The specific conditions of this placement are as follows:

1. Time

   The practicum will be undertaken from Monday, January 24, 1977 through Friday, March 4, 1977.

2. Stipend

   The student will not receive a stipend from the MSSD.

3. Traveling and Subsistence

   a. The MSSD is not responsible for meeting any expenses incurred by the student in traveling to and from the MSSD or for any additional living cost incurred by the student as a result of this placement.

   b. The MSSD is responsible for meeting any traveling expenses incurred by the student as a direct result of him acting for and on behalf of the MSSD in a formal capacity.

4. Hours of Work

   The student will work in the practicum Monday through Friday from 8:30 a.m. to 4:00 p.m.

5. Aims of the Practicum

The prime purpose of the student teaching portion of the practicum is to provide the trainee experiences with hearing impaired pupils, with teachers, and with other school personnel, in the role of instructor. Student teaching provides a time at which the trainee, under the guidance of a master teacher can develop competence in:

1) assessing the functioning of pupils
2) planning and implementing teaching strategies
3) selecting and preparing instructional materials
4) evaluating and reporting on the progress of pupils

6. Supervision

a. Internal

Day-to-day supervision of the student is the responsibility of (____________________), Science Instructor, appointed by the MSSD to fulfill this responsibility. (He/she will not receive additional pay for supervising the practicum.)

b. External

Gallaudet College has appointed (____________________), as external supervisor of the student, (____________________). He will liaise between Gallaudet College and the MSSD through the Inservice Planner, Dr. Margaret Withrow, and the Science Instructor, (____________________). The external supervisor will visit the MSSD and observe the student once each week during the six-week practicum period.

c. Changes in Supervisors

Any change in the internal supervision and/or the structure of the practicum experiences must be by mutual agreement of Gallaudet College and the MSSD. Either Gallaudet College or the MSSD may terminate the practicum prior to its completion for justifiable cause. All parties involved in any termination should meet (prior to the finalization of) such termination. At the request of any of the parties, the Director of the MSSD will be included in the meeting.

7. Institutional Liability

At present, the MSSD has blanket insurance to protect the school, but carries no personal liability insurance for its employees or practicum students. Gallaudet College also has blanket insurance which protects the school only.

8. Recording

The student will be responsible for keeping a logbook with appropriate summary sections during the period of the field service placement. Responsibility for the supervision of the logbook will lie with the internal supervisor. The MSSD reserves the right to request deletion from the logbook of any material it feels violates standards of confidentiality or codes of ethics.

9. Evaluation

The internal supervisor, (__________________), will be expected to provide Gallaudet College and the MSSD Inservice Planner with a written evaluation of the student's program and performance.

The external supervisor will provide the type of evaluation required by Gallaudet College for practica.

10. Experiences

The student will be involved in the activities of the Science Instructor, (__________________), with increasing responsibilities during the placement, depending upon the student's progress. The student will also be working closely with the other Science Instructors and will have experiences in tutoring situations and in group instruction.

If the conditions of the practice teaching placement of (name of student) meet with your approval, please sign the original and return to me. The copies are for your records and/or to share with (____________________________).

Sincerely,

Inservice Planner

APPROVED:____________________________

DATE:______________________________

VITA

WILLIAM J. A. MARSHALL, ED.D.

DIRECTOR
MODEL SECONDARY SCHOOL FOR THE DEAF
GALLAUDET COLLEGE
WASHINGTON, D.C. 20002

VITA

NAME . . . . William J. A. Marshall

TITLE . . . . Director, Model Secondary School for the Deaf
Gallaudet College, Washington, D.C.
1976 to present

EDUCATION . . . . A.B., 1964, Stonehill College, North Easton, Massachusetts, Philosophy/Pre-Medicine

M.S., 1965, Gallaudet College
Washington, D.C., Education of the Deaf

Ed.D., 1970, University of Illinois
Champaign, Illinois, Special Education

EXPERIENCE . . . . *Teaching*

Graduate School, Department of Special Education
Teacher Preparation Program in Area of Deafness
University of Washington, 1970 - 1972

Undergraduate School of Education
Department of Special Education
University of Illinois, 1969

Communication Therapy Program, Hearing and Speech Center, Gallaudet College, 1964 - 1967

Intermediate Grades, Kendall Demonstration and Elementary School, Gallaudet College, 1963 - 1964

Research

Director of Research, Operation *PULSE* of Project *LIFE*, National Foundation for the Improvement of Education, 1972

Research Professor, Institute for Research on Exceptional Children, University of Illinois, 1970

Seattle Public Schools, Communicative Proficiency Index, 1971

Administrative

Coordinator, Hearing Impaired Program
Whitney Young "Magnet" High School
Chicago Board of Education
1974 - 1976

Liaison Officer, National Center on Educational Media and Materials for the Handicapped/Model Secondary School for the Deaf, 1972 - 1974

Program Development, Innovation and Administration in the Divisions of Research and Systems Development, Project *LIFE*, *NFIE*, 1972

Co-Chairman Graduate Preparation Program
Education of the Deaf, University of Washington
1970 - 1972

Teacher Training Supervisor, Education of the Deaf
University of Washington, 1970 - 1972

Consultancies

U. S. Office of Education, Bureau of Education for the Handicapped, Division of Training Programs, Field Reader Review Panel

U. S. Office of Education, Bureau of Education for the Handicapped, Media Services and Captioned Films, Technology Assessment Program

U. S. Office of Education, Bureau of Education for the Handicapped, Division of Research, linguistic analysis projects

University of Kansas, Parsons State Hospital and Training Center for the Mentally Retarded, Project MORE

National Foundation for the Improvement of Education, Project LIFE

U. S. Department of H.E.W., Northwest Regional Office for the Deaf-Blind

Stanford University Institute for Mathematical Studies in the Social Sciences, Computer Assisted Instruction Project

State of Washington, Superintendent of Public Instruction, Department of Special Services, Speech and Hearing Programs

Seattle Public Schools, Office of the Director of Special Education, Section: Deaf and Hard of Hearing

The Greater Puget Sound Area Parent Associations of the Deaf (Seattle, Washington)

Illinois State Vocational Rehabilitation Commission
Job Preparedness Program for the Deaf
(Champaign, Illinois)

DISTINCTIONS . . . . Member, National Advisory Committee on the Handicapped, 1976 - 1979

Member, Past Chairman, National Advisory Board, National Center on Educational Media and Materials for the Handicapped, 1974 - 1977

Member, Board of Academic Advisors
Institute of Modern Languages
Silver Spring, Maryland

Editorial Review Board, *American Annals of the Deaf*, 1975 - 1978

Member, Advisory Board, Model Secondary School for the Deaf, Washington, D.C., 1975 - 1976

Adjunct Professor, Graduate School of Education
University of Illinois, Chicago Circle Campus
1974 - 1976

Outstanding Young Men of America, 1976 Awards Volume, U.S. Jaycees; nominated for this award by the Stonehill College Alumni Association

Nominated for 1976 Outstanding Alumni of the Year Award, Stonehill College

The Daniel T. Cloud Award of Excellence
Gallaudet College Graduate School
Washington, D.C., 1964

Three Year Doctoral Fellow, University of Illinois
1967 - 1970

PROFESSIONAL AFFILIATIONS . . . .

Alexander Graham Bell Association of the Deaf
American Association of School Administrators
American Education Research Association
Association for Special Education Technology
Convention of American Instructors of the Deaf
Council for Basic Education
Council for Exceptional Children
Council of Organizations Serving the Deaf
National Association of the Deaf
Phi Delta Kappa Honorary Educational Fraternity

PUBLICATIONS . . . .

A report on group therapy procedures. *The Teacher of the Deaf* (Great Britain), 1967, 65, 94-105, 12 pp.

. . . and Stephen P. Quigley and B. A. Babbini, *Educational and Occupational Status of Young Deaf Adults in Illinois*, Rehabilitation Services Administration, RD 2922s, 1969, 59 pp. (Third Author)

Investigating the effect of contextual constraint on deaf and hearing children using the "cloze" procedure. *American Annals of the Deaf*, 1970, 115, No. 7, 682-689, 8 pp.

. . . and Stephen P. Quigley, *Quantitative Analysis of Syntactic Structure in the Written Language of Hearing Impaired Students*. University of Illinois, Institute for Research on Exceptional Children, 1970, 121 pp. (Principal Author)

OPERATION PULSE -- Precision Usage of Linguistic Strategies for Evaluating Media and Materials for the Handicapped -- Prospectus of Research Strategies. Project LIFE, NFIE, and the NEA, Washington, D.C., 1972, 60 pp.

Research Field Manual -- A Guide to the Utilization and Reporting of Project LIFE Programs. Washington, D.C., 1972, 187 pp. (Editor)

A Prototypical Systems Model for the Delivery of Media Services to the Handicapped. Columbus, Ohio: National Center on Educational Media and Materials for the Handicapped, 1973, 38 pp. (Presented at 4th International Conference on Deafness, Tel Aviv, Israel)

Behavioral Objectives in the Classroom: Fact or Fantasy? Columbus, Ohio: National Center on Educational Media and Materials for the Handicapped, 1973, 16 pp.

Delineation of N.C.E.M.M.H. Workscope Elements and Prospectus of Programmatic Services to the Model Secondary School for the Deaf. Columbus, Ohio: National Center on Educational Media and Materials for the Handicapped, 1973, 80 pp.

. . . and Doin E. Hicks, Robert Dantona. The Diagnosis and Treatment of the Hearing Impaired Child: An Appraisal of Services. *Deafness Annual, Volume IV* Silver Spring, Maryland: Professional Rehabilitation Workers with the Adult Deaf, 1974 -- in press -- (Principal Author).

Book Reviews

Proceedings: National Conference on Program Development. Washington, D.C.: *American Annals of the Deaf*, Spring, 1975.

Organization and Administration of Educational Programs for Exceptional Children. Springfield, Illinois: C. C. Thomas, Publishers, 1974, B. R. Gearheart. Appearing in *American Annals of the Deaf*, Spring, 1975.

Mainstream Education for Hearing Impaired Children and Youth. New York: Grune and Stratton, 1976, G. W. Nix (Editor). Appearing in *American Annals of the Deaf*, Winter, 1977.

Model Secondary School for the Deaf
Gallaudet College
Kendall Green · Washington, D.C. 20002

February 4, 1977

Received
[illegible] 3/7/77

Mr. Tom Irwin
Policy Program Officer
Division of Assistance to States
Bureau of Education for the Handicapped
Donohue Building, Room 4926
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Irwin:

The National Advisory Committee of the Model Secondary School for the Deaf unanimously endorses the statement issued by its Director, Dr. William J. A. Marshall, regarding an appropriate educational program for deaf students as reflected in the program at the Model Secondary School for the Deaf.

Having reviewed and discussed the statement by Dr. Barry Griffing, which is included in the testimony presented to the Chairman of the Senate Subcommittee on Oversight Hearings, Honorable Jennings Randolph, on February 7, 1977, the National Advisory Committee of the Model Secondary School for the Deaf wishes to advise you of its endorsement of that statement.

The National Advisory Committee is concerned that the concept of "least restrictive" placement for deaf students should be based on the assurance of an educational program fully consistent with their needs and abilities as pupils and their aspirations as adults. Educational programs like the Model Secondary School for the Deaf, which provide a comprehensive educational program for deaf students, should be freely selected whenever they meet the educational needs of a hearing impaired student.

Lawrence Newman
Mr. Lawrence Newman

Frieda Hammermeister
Dr. Frieda Hammermeister

Jerome Schein
Dr. Jerome Schein

Rodney Tillman
Dr. Rodney Tillman

Mildred M. Johnson
Ms. Mildred M. Johnson

Dr. Stephen P. Quigley
Stephen P. Quigley

Bettye R. Morton
Ms. Bettye R. Morton

Henry Klopping
Dr. Henry Klopping

Dr. Samuel C. Ashcroft
Samuel C. Ashcroft

MAR 4 1977

Model Secondary School for the Deaf
Gallaudet College
Kendall Green · Washington, D.C. 20002

February 28, 1977

Senator Jennings Randolph
Chairman
Subcommittee on the Handicapped
Dirksen Office Building
  Room 5121
Washington, D.C.   20510

Received
Date 3/7/77
Subcommittee on
The Handicapped

Dear Senator Randolph,

It was a pleasure meeting with you recently and having an opportunity to appear before your Subcommittee on Oversight Hearings. We trust that your efforts to promote legislation on behalf of the Nation's handicapped youth will be well received by members of the Legislative and Executive Branches of Government.

In response to your letter of February 14 asking for additional data input, I am pleased to be able to provide you with the following summary.

Question: What is the general attitude of deaf people themselves to the mainstreaming concept?

Reply: Many professionals and hearing impaired individuals with whom I have discussed this issue consider mainstreaming to be but a single, albeit viable, option for program placement, *only when certain conditions prevail.* At the very least, these conditions include provisions for (a) curriculum modifications, (b) special training in language instruction techniques, (c) the continuing presence of skilled interpreters throughout the school day, (d) special training in speech therapy and auditory listening skills, and (e) availability of guidance counselors capable of totally communicating with the hearing impaired student and parent (cf. Birch, 1975).

If these conditions are not met, then irreparable damage will ensue with a squandering away of the formative years of a deaf child's life. Any decision to choose this programming option should be made with the paramount concern of ". . . the needs of the individual child at that precise point in time." (cf. Nix, 1976).

Attached please find a copy of recent book reviews dealing with the above two (2) quoted sources. As can be seen, the position advocated by Birch (1975) is recklessly biased in favor of a blanket mainstreaming approach for all hearing impaired children. A more balanced approach is taken by Nix (1976) which forthrightly presents a candid discussion of the strengths and weaknesses of this programming alternative of mainstreaming.

Please bear in mind that neither document is written by hearing impaired individuals who actually had to go through the mill themselves.

Question: What percentage of the professional employees of the Model Secondary School for the Deaf are handicapped?

Reply: As of this date, 26% of the MSSD professional employees are handicapped.

Question: What percentage of the non-professional employees of the Model Secondary School for the Deaf are handicapped?

Reply: As of this date, 19% of the MSSD non-professional employees are handicapped.

I trust that this information provides you with the level of input that you are so commendably seeking. I stand ready to provide you with greater detail on these and other issues as you or your Subcommittee may so request.

Again, thank you for this opportunity to be of assistance to your Subcommittee and the legislative activity of the 95th Congress.

Very truly yours,

Dr. William J. A. Marshall
Director

WJAM/jan

Enclosures:

Book Review: Donald F. Moores, Ph.D., University of Minnesota *Hearing Impaired Children in the Mainstream.* Jack Birch, Ph.D., 106 pages, Council for Exceptional Children, Reston, Virginia, 22091, 1975 (A publication of the University of Minnesota Leadership Training Institute/Special Education).

Book Review: William J. A. Marshall, Ed.D., Director, Model Secondary School for the Deaf. *Mainstream Education for Hearing Impaired Children and Youth.* Gary W. Nix, Ph.D., 279 pages. Grune and Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003, 1976.

REVIEWS

Hearing Impaired Children in the Mainstream. Jack Birch, Ph.D., 106 pages, Council for Exceptional Children, Reston, Virginia 22091, 1975 (A publication of the University of Minnesota Leadership Training Institute/Special Education).

Utilizing a format developed in a previous monograph dealing with placement of educable mentally retarded children (Birch, 1974), the author visited a number of public day and residential school programs for the hearing impaired which were believed to have successful mainstreaming components. Based on interviews with representatives of the programs, Birch developed a set of characteristics which he considered necessary for successful mainstreaming programs and enumerated some basic principles for mainstreaming. The validity of Birch's principles and characteristics is open to question. The criteria by which programs were judged successful are never discussed and no data are presented.

Little or no sensitivity to historical forces is shown. For example there is no mention of national movements to integrate all hearing impaired children in regular classes in France, Germany and the Soviet Union over the past 150 years. Birch uses the term "mainstreaming" as a simplistic label for a very complex set of processes. It is presented essentially as an administrative device and no attention is given to academic/curricular or social/emotional programming. At a minimum any consideration of the placement of hearing impaired children in public schools should address issues in curriculum modification, training in English, functions of interpreters, speech training, counseling and guidance, modification of visual and auditory environments and the role of hearing impaired teachers. Not one of these topics is discussed in the monograph.

Emphasis is placed on mainstreaming as a goal in itself rather than as a means to an end. Thus, the strongest theme throughout the book is that participation in the "hearing world" should be the focus of 100 percent of the instruction of the hearing impaired child. Every hearing impaired individual knows the importance of the "hearing world," but in pushing the concept to its ultimate conclusion, Birch develops a system which is frightening to contemplate. Hearing impaired professionals are ignored. One can only assume that they would be relegated to a minor position and their unique potential contributions unrealized. The role of the teacher of the hearing impaired—regardless of her/his special skills—would be reduced to that of a paraprofessional in support of the regular class teacher, who would be the central professional and decision maker. Most destructive of all would be the treatment of hearing impaired children. Beginning even in nursery school, hearing impaired children would be prevented from interacting with each other. Birch reports a college program which has a policy against hearing impaired students rooming together "for security and safety reasons and for reasons of social development" (p. 100). Nothing could be more destructive to an individual's feeling of self worth than to feel that she or he should not associate with other people with hearing impairments. The message insidiously develops that one is an acceptable human being only when one conforms to societal norms, i.e., acts like a hearing person.

A disturbing theme runs through the monograph which should be strangely out of place in today's society and which must be identified. This is the paternalistic condescending tone which is directed not only to hearing impaired individuals and teachers of the hearing impaired but also to Blacks and Chicanos. Birch refers to unconcerned or negative parents (p. 76), accuses parents of having kept their children home in educational neglect (p. 86) and states, "the concept of remediation and improvement may run counter to the parental or to the total life style" (p. 78). In each case the statement refers to cultural minorities. His lack of empathy is obvious.

The field of education of the hearing impaired is in need of a balanced informed analysis of current issues and trends in educational placement. Such an analysis requires an historical perspective as well as an intimate knowledge of the educational, psychological, social and linguistic implications of hearing impairment on a child. Unfortunately the work under consideration does not reflect such a perspective and knowledge. It serves no purpose and meets no need.

REFERENCE

Birch, J. *Mainstreaming: Educable mentally retarded children in regular classes.* Reston, Virginia: Council for Exceptional Children, 1974.

Donald F. Moores, Ph.D.
University of Minnesota
Minneapolis, Minnesota

Mainstream Education for Hearing Impaired Children and Youth. Gary W. Nix, Ph.D , 279 pp. $15.00, Grune and Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003, 1976

This book, as the editor has aptly suggested, could more appropriately be entitled *Educational Programming for Hearing Impaired Children and Youth.* Throughout this indexed collection of 20 chapters, mainstreaming is viewed as but a single . . . albeit persuasively responsive . . . option for providing meaningful programming alternatives within the hearing impaired learner's psychoeducational environment.

The notions embraced by the construct of mainstreaming . . . normalization, integration, assimilation and "least restrictive environment" . . . are given full explication. Also fully treated are the management implications for "standard mainstreaming", "cross mainstreaming", and "reverse mainstreaming". Although the authors present a multiplicity of diverse, and at some points, contradictory concerns, a certain commonality emerges from their discussions. Firstly, the focus of our professional energies would be far more direct and effective, if they were channeled into being true attempts at child advocacy. Secondly, true advocacy for the child can exist only if there is available a service continuum that can remedy his/her needs from the time a handicap is identified until the time of his/her adjustment and placement within a working society. Thirdly, if a continuum of services is to be a credible and functioning reality, there must exist a variety of programming alternatives that can be exercised in the best interests of the child. Lastly, whatever the options looked upon as being desirable, it must be recognized that they best satisfied the needs of the child *at that point in time.* (Italics are added.)

The volume is organized around the implications, questions and concerns that arise when mainstreaming is selected as being the most realistic option available for the child. Section I emphasizes psychosocial and developmental concerns. It discusses early intervention strategies and greatly underscores the importance and the need for comprehensive diagnostic assessment as a pre-condition to any form of reasoned educational placement. Section II portrays in some detail the programmatic problems of actually implementing the mainstreaming option within a variety of educational environments. Highlighted are some common characteristics of effective programming practices and some frank discussions of mainstreaming myths. Sections III and IV address themselves to administrator's concerns and a description of several examplary programs.

The editor has done his job well. He has skillfully accomplished, within the book's Summary, a truly masterful synthesis of all the positions and counter-positions put forth by the 16 contributing writers. He caps his achievement with an explicit enumeration of operational statements and recommendations concerning mainstreaming as an educational alternative to programming the hearing impaired child.

Although a representative spectrum of professional disciplines and opinions characterize this milestone effort, it is indeed unfortunate that only one (1), and possibly two (2), contributors actually went through the mill him/her-self. The fact that there was so little representation from the vast field of functionally hearing impaired educators and writers makes many of the recommendations assume the flavor of "we know what's best for you". Aside from this weakness, the book has made a significant contribution to the educational management field. A beach-head and information base has definitely been established and thereby has provided a touchstone for future advancements in this area. This work should be required reading for administrators within the public schools and especially within the education of the hearing impaired.

William J. A. Marshall, Ed.D.
Director, Model Secondary School for the Deaf
Washington, D.C. 20002

Senator **Randolph.** The Chair will now invite Dr. Davila to also make a statement if he desires to do so.

Dr. **Davila.** Mr. Chairman and members of the subcommittee, I am Robert R. Davila, Director of the Kendall Demonstration Elementary School, an elementary school for deaf children, located on the campus of Gallaudet College in Washington, D.C. My interpreter is Ms. Gerri Frank.

I am pleased to have the opportunity to appear before the Subcommittee on the Handicapped today to describe the programs of Kendall School and to discuss, in general, the education of handicapped children. The testimony which I shall present orally is a brief summary of a more detailed paper which has been prepared for you, and which you have received along with other documents which expand and supplement my remarks.

I request that the paper titled "Kendall Demonstration Elementary School: Its Programs and Services" be entered into the official record of this hearing.

Senator **Randolph.** Without objection, that will be entered into the record along with your prepared statement.

Dr. **Davila.** Kendall School is operated by Gallaudet College under the terms of Public Law 91–587, which established it for the purposes of providing an elementary education program for deaf children of the National Capital region, and of serving as a national model, and a stimulus for the development of similar programs elsewhere. The school presently serves a capacity enrollment of 172 children, ranging in age from infancy to 15 years.

Since its designation in 1970 as a demonstration school, it has borne the dual responsibility of serving the profession of education of the deaf as a national resource and demonstration facility, at the same time that it is providing quality programs of instruction and support services to its own students.

In fulfillment of both those roles, many innovative programs and materials have been developed, tested, validated, and prepared for dissemination and replication.

Future plans call for early replacement of the present facility, now outmoded because of the addition of a preschool program, expansion of outpatient services, the need for family programs, expanded diagnostic capabilities, and many technological advances. When completed, the new facility will allow for expansion to accommodate up to 300 students, and will make possible more extensive service to the community as well as the development of additional resources to serve the entire deaf community.

Recent legislation relating to schools requires interpretation and study, particularly as it affects the handicapped. In particular, Public Law 94–142, the Education of the Handicapped Act, will impact strongly on public schools and on special schools and programs for the handicapped. Its effect on hearing-impaired children is, of course, one of our primary concerns.

The placement of deaf children in instructional settings alongside hearing children is, without question, a worthy objective, and one which is consistent with the goals of educators of the deaf. However, the need for, and the advantages of, the specialized setting must not be denied to those hearing-impaired children whose special needs and communication handicap preclude their fulfillment in a so-called integrated setting.

The term "least restrictive environment," as used in this law, suggests that separate instruction imposes on the child undesirable restraints and limitations which should be avoided whenever possible. To equate the term "least restrictive environment" with public school placement is to place on it a value judgment not necessarily accepted by the persons concerned. One must eventually weigh the relative values of the absence of restrictiveness, as opposed to the effectiveness of services. "Least restrictive" is not necessarily equivalent to "most appropriate."

It should be understood that prelingual hearing loss represents more than a lack of auditory perception, but that it is primarily a communications disorder and must be dealt with from that point of view. Further, it must be understood that, as desirable as mainstreaming may be from the developmental angle, it may not always meet the deaf child's educational needs because of the communication problems involved.

Given the language delay and the communication problems usually accompanying prelingual deafness, one must carefully consider the ability of the deaf child to cope, either socially or educationally, with the environment of a hearing class, before concluding that an integrated placement is most appropriate. In considering the optional placements available for deaf children, care should be taken not to stigmatize separate instruction by establishing a continuum in which the integrated situation is listed first—and, therefore, most desirable—and the specialized, separate facility is listed last—and, therefore, least desirable.

The full impact of Public Law 94–142 has not yet been felt. As its requirements are implemented in local jurisdictions, Kendall School may be called upon to provide counsel, expertise, and professional service in the development of effective programs to meet the needs of hearing-impaired children. The law surely will have an obvious impact on the role of KDES as a service agency for children from the National Capital region, as well as a resource agency for other programs serving elementary age hearing-impaired children.

The school, therefore, plans to move forward boldly and positively to meet these challenges.

In conclusion, the uniqueness of Kendall School lies in its opportunity and its ability to provide a comprehensive and innovative program for hearing-impaired children, involving students, parents, community and staff, and to develop replicable models for adaptation and use by other schools and classes. All this is made possible by the public funds provided to us through congressional appropriations, which we regard as a public trust, to be faithfully administered within the terms of our charter and of the public law under which Kendall School is operated.

As a deaf person myself, I would like to say that the Kendall School program, which I direct, represents a vast improvement over the school programs in which I participated as a student. It is through such daring and forward-looking educational ventures as this that future opportunities for deaf persons will continue to be improved.

I will be happy to answer any questions which members of the subcommittee may wish to ask.

Thank you.

Senator RANDOLPH. Thank you very much, Dr. Davila.

I did not have the opportunity of hearing the statement of Dr. Marshall, but I have read the statement.

It gives us the opportunity to question you, Dr. Marshall, as well as Dr. Davila.

It is our understanding that the Model Secondary School for the Deaf is essentially an ungraded program. I think that is correct.

I wonder if you could tell us the impact of the ungraded program and the individualized educational planning on the deaf students.

Is that question clear?

Dr. MARSHALL. Yes, Mr. Chairman.

The program at the Model Secondary School for the Deaf has not been graded in order to allow the curriculum the uppermost degree of maneuverability in order to meet the individual learning needs of each of the students. We have fast learners, we have slow learners, we have learners that fall in between fast and slow.

The purpose for having an individualized curriculum for each of these students is to permit optimum growth, not only academically, but socially, and it is a preparation for the student's life after high school.

Senator RANDOLPH. What is the bracket agewise?

Dr. MARSHALL. We accept students at approximately age 13 to 14, and they stay on with us until about 19 or 20.

Senator RANDOLPH. This is a question that perhaps both Dr. Marshall and Dr. Davila could comment on for the record.

Under what circumstances is the mainstreaming less appropriate than placement in what we would call a special school?

Dr. DAVILA. Mainstreaming—you are asking under what conditions would a mainstream situation be more appropriate than special school placement, is that correct?

Senator RANDOLPH. Right.

Dr. DAVILA. There are certain criteria to consider.

First consideration would have to be given to the client's (individual's) potential for functioning effectively in an integrated setting. Assessment must be made of the child's developmental level in terms of academic needs and communicative needs and skills so that the hearing-impaired individual placed in a public school setting would interact with appropriate age level children and be placed in the appropriate class.

The development of language and reading skills for the hearing-impaired child are key factors which permit a child to function with hearing children at the same age level.

Then it is also important to consider the array of support services that need to be available in the public school setting in order to meet the basic needs of the mainstreamed hearing-impaired child, as well as provide for an individualized educational program.

Second, the availability of teachers and counselors within the public school setting who understand the problems of deafness and have the necessary skills that fosters growth and development within the hearing-impaired child must be taken into consideration. Appropriate amplification equipment must be provided as well.

The mainstreamed program needs to involve the entire family in order to enhance the child's educational opportunities. We consider it very important that the family be very much involved in every child's program.

There are other criteria which would have to be considered carefully. I have only listed the most critical ones which center around communicative needs of each hearing-impaired child involved in functioning each day in a mainstreamed environment.

Senator RANDOLPH. Dr. Marshall, you will comment, please, sir?

Dr. MARSHALL. I was the director of a public school mainstreaming program in the city of Chicago. We had 250 hearing-impaired students in a magnet high school. The high school consisted of 2,000 hearing students with a maximum potential of 650 deaf student population.

Of the 250 students we had in that school who were hearing-impaired, only five could be effectively integrated within the hearing students' program in the regular curriculum.

I understand during this past year that as many as 40 of those students had been integrated on a very selective and partial basis for a mathematics class, for a physical education class and the like. The extent to which hearing impairment impedes communication, socially, academically, linguistically, is so severe that it greatly limited the exposure of these hearing-impaired students to the hearing students within the school.

As a possible alternative, it has been recommended that the process of reverse mainstreaming be considered in which hearing students are brought into the special classroom.

Senator RANDOLPH. Thank you. Very helpful.

There are many questions we are going to ask for the record. We will not ask them today.

There is only one final question that I would like to have a comment on from both of you, if you feel you could be helpful.

What evidence exists that supports the contention that there has been general improvement of the status of deaf students?

Dr. DAVILA. I think, sir, that there is a lot of evidence. For example, I myself may be part of it. I am recipient of some of the opportunities available to hearing impaired persons today.

All but 1 year of my entire elementary, secondary, and undergraduate education was spent in special programs for the hearing impaired. At the time I graduated from Gallaudet College, over 20 years ago, there were very few opportunities for hearing impaired persons to pursue advanced studies or the professions other than teaching and some areas of science and mathematics.

Now, you will find hearing impaired persons in just about every profession. There are, for example, hearing impaired persons pursuing careers in medicine, dentistry, and law, and additionally, they are also receiving training in vocational and technical programs preparing for careers in skilled occupations. I believe there are over 40 postsecondary school programs in the country providing educational opportunities for hearing impaired persons. This is a tremendous improvement.

When I was a young man, opportunities were very limited. There was only Gallaudet College at the postsecondary level. Today opportunities are now opening up and hearing impaired persons are taking advantage of them.

I think, however, that while we have made a lot of progress, we still have some distance to travel. But we are getting there. We can see evidence of good progress everywhere now as the quality of life for hearing-impaired people improves.

I serve on a committee of the Gallaudet College Alumni Association that provides fellowship and scholarship support to young hearing-impaired persons pursuing studies leading to advanced degrees. We are now providing some support to a number of hearing-impaired doctoral students in universities and colleges for the hearing. These young people are pursuing the highest level of professional training in a number of professions.

I believe, sir, that overall there has been much improvement and that the evidence is there for all to see.

Senator RANDOLPH. Just before you speak, Dr. Marshall, I wish to comment that breaking through barriers is sometimes very difficult, and I commend all those individuals who work to give career opportunities to a wider range of those persons who are blind or deaf or otherwise physically handicapped. Handicapped persons often are not given the training programs that can prepare them for constructive careers of service.

But we have, as you indicated, been making progress. It is very, very important that we continue it. Sometimes we are inclined to believe that just because we have done something, then we can lapse into a period of not doing anything.

What we are going to do in our legislation is to extend this program, to strengthen this program. We are going to give an added impetus to vocational training and opportunity.

You believe that that is helpful, Doctor?

Dr. DAVILA. Yes, sir.

Senator RANDOLPH. Thank you.

Now, Dr. Marshall.

Dr. MARSHALL. In support of what my colleague, Dr. Davila, has stated, I also have been deaf from age 13 months. I grew up in a public school system in Massachusetts. I went to a hearing college. I have great sympathy for those students who are out there in mainstreaming programs today in public schools and in higher education. I have great sympathy for the loneliness they are going through, for their inability to socially mix with whomever they so please, for the difficulties of catching every assignment in the classroom that is uttered by the teacher or the professor.

I believe great strides have been made, far more than when I was in school, in recent years. I would certainly hope that the continuation of support services to the students in the public schools and in higher education, support services in terms of educational assistance and, most importantly, interpreting assistance will be in evidence in the years to come.

It is very frustrating to be able to sit in a college classroom and not partake of the discussion around you. I have seen more and more now, due to new legislation, where interpretative services are available to hearing-impaired students at the college level.

Thank you, Mr. Chairman.

Senator RANDOLPH. Thank you.

We are going to cover that in our legislation. Postsecondary is a very important level of education that we are going to give attention to.

Pat reminds me that we did have a ground breaking for the building.

When are you going to open the building?

You let me turn some earth out there. May I come and walk through the front door when you dedicate the building?

Who would give us a timetable?

Dr. MARSHALL. Mr. Chairman, sometime in the fall we hope you will be able to come back for the formal dedication of the opening of the school.

Senator RANDOLPH. Are the facilities good?

Dr. MARSHALL. Yes, sir.

Senator RANDOLPH. You will have it well staffed?

Dr. MARSHALL. Most certainly, sir.

Senator RANDOLPH. Thank you.

Dr. MARSHALL. Thank you.

Dr. DAVILA. Thank you.

[The prepared statement of Dr. Davila and material referred to follows:]

TESTIMONY

SENATE SUB-COMMITTEE ON THE HANDICAPPED OVERSIGHT HEARINGS

HONORABLE JENNINGS RANDOLPH
CHAIRMAN

STATEMENT OF

ROBERT R. DAVILA, Ph.D.

DIRECTOR
KENDALL DEMONSTRATION ELEMENTARY SCHOOL
Pre-College Programs
Gallaudet College
Washington, D.C. 20002

FEBRUARY 7, 1977

VITA

ROBERT R. DAVILA, Ph.D.

DIRECTOR
KENDALL DEMONSTRATION ELEMENTARY SCHOOL
Pre-College Programs
Gallaudet College
Washington, D.C. 20002

RESUME

NAME: Dr. Robert R. Davila
7151 Newburg Drive
Lanham, MD 20801
(301) 552-9551

Social Security No.: 588-40-2277

PERSONAL INFORMATION

Birthdate: July 18, 1932

Birthplace: San Diego, California

Ethnic Background: Mexican-American

Onset of Deafness: 8 years of Age

Cause: Spinal Meningitis

General Health: Excellent

Married: Donna Lou Ekstrom
Seattle, Washington
August 8, 1953

Children: Brian K. (12-21-56)
Brent F. (4-11-60)

EDUCATION

Elementary: Carlsbad (California) Union School
California School for the Deaf (Berkeley)

Secondary: California School for the Deaf (Berkeley)
Diploma: 1948

College: Gallaudet College (Washington, DC)
Bachelor of Arts Degree, 1953
Language and Literature,
Minor--Education

City University of New York
Master of Science Degree, 1963
Special Education

Syracuse University (Syracuse, New York)
Doctor of Philosophy Degree, 1972
Educational Technology

Title of Dissertation: "Effect of Changes in Visual Information Patterns on Student Achievement Using a Captioned Film and Specially Adapted Still Pictures"

Other Graduate Study: National Science Foundation
Institute for Teachers of Mathematics
Gallaudet College (Washington, DC)
Summer Sessions, 1964, 1965

Ball State University (Muncie, Indiana)
Curriculum Development
Summer Session, 1966

University of Tennessee (Knoxville)
Instructional Technology
Summer Session, 1968

New York University (New York City)
Special Education
Fall, 1968

New Mexico State University (Las Cruces)
Programmed Instruction and Instructional
Development
Summer Session, 1970

PRESENT POSITION

Director
Kendall Demonstration Elementary School
Gallaudet College
Washington, DC 20002
(202) 447-0561

Responsible for the development and management of all aspects of a national demonstration elementary school program for hearing impaired children. The program includes an early education program, a parent education center, and diagnostic and clinical facilities. Staff members number approximately 100.

PAST PROFESSIONAL EXPERIENCE

Associate Professor of Education
Graduate School
Gallaudet College (Washington, DC)
1972 -- 1974

Taught undergraduate and graduate level education courses, mainly in the area of curriculum development and educational technology. Supervised student teachers in the field and advised graduate students. Assisted in the development of a performance-based curriculum for the teacher-training program. Supervised doctoral interns within the department and developed additional course offerings. Nature of responsibilities was as follows: Instruction, 50%; clinical and laboratory supervision, 25%; administrative, 15%; advisement of students, 10%.

PAST PROFESSIONAL EXPERIENCES (cont.)

Supervisor
Elementary School
New York School for the Deaf
White Plains, New York
1968 -- 1972

Full-time supervisory position responsible for 17 teachers and over 100 children ages 5 through 13. Developed curricula and programs for the department. Planned and conducted a regular program of in-service training for the staff. Conducted workshops and colloquia for the parents. Assisted with the supervision and evaluation of teacher-training assignments in cooperation with the Columbia University and New York University teacher-training programs. Served as consultant and interpreter to Spanish-speaking parents of children in the school. Responsible for communications between the department and the home as well as with other departments within the school.

Teacher, Secondary Mathematics
New York School for the Deaf
1963 -- 1968

Served as chairman of the mathematics curriculum committee; taught courses in algebra and geometry; served as advisor to student organizations; lectured at PTA meetings and served as a staff representative to the Alumni Association.

Teacher, Junior High School Social Studies
New York School for the Deaf
1957 -- 1959

Taught classes of low-achievers; assisted in the development of a social studies curriculum for the department; served actively in the Boy Scout movement; coached Junior High basketball.

Teacher, Elementary Department
New York School for the Deaf
1955 -- 1957

Taught elementary-age children ages 11-13, in areas of the curriculum. Specialized in work with low-achievers. Conducted demonstrations for parents and for in-service training.

Teacher, Special Classes
New York School for the Deaf
1953 -- 1955

Taught students, ages 18-21, with special learning problems characterized by secondary physical handicaps and low academic achievement.

CERTIFICATION

Council on Education of the Deaf
Class A, Permanent

New York State Education Department
Social Studies, Secondary, Permanent
Mathematics, Secondary, Provisional
Teacher of the Deaf, Permanent

MEMBERSHIPS AND AFFILIATIONS

Professional:

Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf
Association for Special Education Technology
Association for Educational Communications and Technology
National Association of Laboratory Schools
Professional Rehabilitation Workers with the Adult Deaf
Phi Delta Kappa

Social and Fraternal:

National Association of the Deaf
Gallaudet College Alumni Association
Hunter College Alumni Association
Syracuse University Alumni Association
Kappa Gamma Fraternity
American Athletic Association of the Deaf
National Fraternal Society of the Deaf
Maryland Association of the Deaf

CURRENT PROFESSIONAL ACTIVITIES

President, Convention of American Instructors of the Deaf
Past President and current Board Member, Deafness, Speech and Hearing Publications, Inc.
Member, Advisory Board, Doctoral Program in Educational Technology, Syracuse University
Member, Advisory Board, Specialized Office for the Hearing Impaired, Barkley Center, University of Nebraska, Lincoln, Neb.
Member, Advisory Board, Deafness Research and Training Center, New York University
Member, Joint Administrative Committee, National Office CEASD/CAID
Member, Administrative Committee, American Annals of the Deaf
Member, National Advisory Council to the Commissioner of the Rehabilitation Services Administration
Member, Advisory Board, Office of Demographic Studies
Associate Professor, Graduate School, Gallaudet College
Member, Education Committee, National Association of the Deaf
Consultant, Universal Education and Visual Arts, Inc.
Member, National Advisory Committee on Scouting for the Handicapped
Member, Advisory Committee of the District of Columbia Citizens for Better Public Education

PAST PROFESSIONAL ACTIVITIES

President, Metropolitan Chapter, Gallaudet College Alumni Association, 1965 --1970
Member, Fund Drive Committee, World Games for the Deaf, 1965 -- 1969
Contributing Editor, Empire State News, 1966 -- 1970
Associate Editor, Fanwood News, 1964 -- 1969
Delegate, National Council of Teachers of Mathematics, Las Vegas, Nevada, 1968
Delegate, New York State Association of Educators of the Deaf, 1967
Participant, New York University Deaf Professionals Workshop, 1969
President, N.Y.S.D. Teachers Association, 1961 -- 1963
Coordinator, New York University National Workshop on Continuing Education for Deaf Adults, Kansas City, Missouri, 1969
Special Assistant to the Chairman, United States Team, World Games for the Deaf, Belgrade, Yugoslavia, 1969
Consultant, Educational Media and Materials Distribution Center, MSCF, 1969 -- 1974
Consultant and Author, Universal Education and Visual Arts Series of Films specially-prepared for the use with deaf children, 1968 -- present.
Consultant on Instructional Development, National Association of the Deaf Communicative Skills Program
Member, National Association of the Deaf Professional Committee
Consultant, Computer Based Project, Syracuse City School District, Syracuse, New York
Selection Committee, Syracuse University Doctoral Program in Educational Technology
Proposal reviewer, SEIMC Network
Site Visit Team, Western Maryland College, Program for the Hearing Impaired
Representative, Conference on Institutional Development and Dissemination in Teacher Education
Program Chairman, 47th Biennial Convention of American Instructors of the Deaf, Greensboro North Carolina, June, 1975

PUBLICATIONS

Author/consultant, Specially-designed Captioned films for the deaf ("Trouble on the Job," "Let's Have a Party," "Canoe Trip")
Presented paper "Packaging the Product," at the Board Meeting of the National Communicative Skills Program, San Francisco, California
Position paper, Post-Secondary Level Education for the Deaf, National Association of the Deaf
Co-Presenter: The Affective Dimension of Instructional Technology, University of Nebraska, 1972

REFERENCES

Dr. Roy M. Stelle, Superintendent, New York School for the Deaf, 555 Knollwood Road, White Plains, New York 10603
Dr. Donald P. Ely, Chairman, Area of Instrubtional Technology, Center for Instructional Communications, Syracuse University, 123 College Place, Syracuse, NY 13210
Dr. Gilbert L. Delgado, Dean, The Graduate School, Gallaudet College, Washington, DC 20002
Dr. Doin E. Hicks, Dean, Pre-College Programs, Gallaudet College, Washington, DC 20002

Robert R. Davila
August 12, 1976

KENDALL DEMONSTRATION ELEMENTARY SCHOOL
Gallaudet College
Washington, D. C.

Introduction:

Mr. Chairman and Members of the Sub-Committee, I am Robert R. Davila, Director of the Kendall Demonstration Elementary School, an elementary school for deaf children, located on the campus of Gallaudet College in Washington, D.C. My interpreter is Ms. Gerri Frank.

I am pleased to have the opportunity to appear before the Sub-Committee on the Handicapped today, to describe the programs of Kendall School and to discuss, in general, the education of handicapped children. The testimony which I shall present orally is a brief summary of a more detailed paper which has been prepared for you, and which you have received along with other documents which expand and supplement my remarks. I request that the paper titled "*Kendall Demonstration Elementary School: Its Programs and Services*" be entered into the official record of this hearing.

Content:

Kendall School is operated by Gallaudet College under the terms of Public Law 91-587, which established it for the purposes of providing an elementary education program for deaf children of the National Capital region, and of serving as a national model and stimulus for the development of similar programs elsewhere. The school presently serves a capacity enrollment of 172 children, ranging in age from infancy to 15 years.

Since its designation in 1970 as a demonstration school, it has borne the dual responsibility of serving the profession of education of the deaf as a national resource and demonstration facility, at the same time that it is providing quality programs of instruction and support services to its own students. In fulfillment of both those roles, many innovative programs and materials have been developed, tested, validated, and prepared for dissemination and replication.

Future plans call for early replacement of the present facility, now outmoded because of the addition of a preschool program, expansion of out-patient services, the need for family programs, expanded diagnostic capabilities, and many technological advances. When completed, the new facility will allow for expansion to accommodate up to 300 students, and will make possible more extensive service to the community as well as the development of additional resources to serve the entire deaf community.

Recent legislation relating to schools requires interpretation and study, particularly as it affects the handicapped. In particular, Public Law 94-142, the Education of the Handicapped Act, will impact strongly on public schools and on special schools and programs for the handicapped. Its effect on hearing-impaired children is, of course, one of our primary concerns.

The placement of deaf children in instructional settings alongside hearing children is, without, question, a worthy objective, and one which is consistent with the goals of educators of the deaf. However, the need for, and the advantages of, the specialized setting must not be denied to those hearing-impaired children whose special needs and communication handicap precludes their fulfillment in a so-called integrated setting.

The term "least restrictive environment", as used in this law, suggests that separate instruction imposes on the child undesirable restraints and limitations which should be avoided whenever possible. To equate the term "least restrictive environment" with public school placement is to place on it a value judgment not necessarily accepted by the persons concerned. One must eventually weigh the relative values of the absence of restrictiveness, as opposed to the effectiveness of services. "Least restrictive" is not necessarily equivalent to "most appropriate".

It should be understood that prelingual hearing loss represents more than a lack of auditory perception, but that it is primarily a communications disorder and must be dealt with from that point of view. Further, it must be understood that, as desirable as mainstreaming may be from the developmental angle, it may not always meet the deaf child's educational needs because of the communication problems involved.

Given the language delay and the communication problems usually accompanying prelingual deafness, one must carefully consider the ability of the deaf child to cope, either socially or educationally, with the environment of a hearing class, before concluding that an integrated placement is most appropriate. In considering the optional placements available for deaf children, care should be taken not to stigmatize separate instruction by establishing a continuum in which the integrated situation is listed first (and, therefore, most desirable), and the specialized, separate facility is listed last (and, therefore, least desirable).

The full impact of Public Law 94-142 has not yet been felt. As its requirements are implemented in local jurisdictions, Kendall School may be called upon to provide counsel, expertise, and professional service in the development of effective programs to meet the needs of hearing-impaired children. The law surely will have an obvious impact on the role of KDES as a service agency for children from the National Capital region, as well as a resource agency for other programs serving elementary age hearing-impaired children. The school, therefore, plans to move forward boldly and positively to meet these challenges.

Conclusion:

The uniqueness of Kendall School lies in its opportunity and its ability to provide a comprehensive and innovative program for hearing-impaired children, involving students, parents, community, and staff, and to develop replicable models for adaptation and use by other schools and classes. All this is made possible by the public funds provided to us through Congressional appropriations, which we regard as a public trust, to be faithfully administered within the terms of our charter and of the public law under which Kendall School is operated.

As a deaf person myself, I would like to say that the Kendall School program which I direct represents a vast improvement over the school programs in which I participated as a student. It is through such daring and forward-looking educational ventures as this that future opportunities for deaf persons will continue to be improved.

I will be happy to answer any questions which members of the Sub-Committee may wish to ask.

ATTACHMENTS
FOR THE RECORD

KENDALL DEMONSTRATION ELEMENTARY SCHOOL: Its Programs and Services. Supplemental testimony by Robert R. Davila.

GUEST EDITORIAL ON LEAST RESTRICTIVE ENVIRONMENT by Robert R. Davila and Richard G. Brill, reprinted from American Annals of the Deaf, August 1976.

KENDALL DEMONSTRATION ELEMENTARY SCHOOL:
Its Programs and Services

SUPPLEMENTAL TESTIMONY SUBMITTED BY

Robert R. Davila, Ph.D.
Director
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FEBRUARY 7, 1977

KENDALL DEMONSTRATION ELEMENTARY SCHOOL
Gallaudet College

INTRODUCTION

During the last decade, education of the hearing-impaired, like that of other handicapped persons, and indeed education in general, has made notable advances, largely as a result of strong support from federal legislation. To keep pace with the increasing demands placed upon young people by pressures of modern life, this forward progress must not only be continued, but accelerated. Since these demands and pressures usually impinge more heavily on handicapped persons than on others, it is particularly important that programs of special education be given high priority.

While the decade of the '70's' has seen many gratifying improvements in educational programs for deaf children all over the country, it has become increasingly evident that there is a need in the field of education of the deaf for coordination of resources, model-building, innovation, research, dissemination, exchange of information and advanced professional training. In designating Kendall as a national demonstration school for the deaf six years ago, the Congress showed its concern for the welfare of the handicapped and its understanding of the special need for this kind of facility.

HISTORY, MISSION, GOALS

At the time of its designation as a national demonstration school, Kendall had a 113-year history of service to the Washington area and affiliation with Gallaudet College. That institution, first as a residential facility and later as a day school, provided an excellent foundation for its new role. During the six years since the enactment of P.L. 91-587, while continuing to provide instructional services for metropolitan area hearing impaired children, the school has also developed and implemented its demonstration role in many varied ways. Administration and faculty personnel have constantly been aware of their responsibility to be creative in their approaches, their techniques, their methodologies, the types of materials and media they use, and the ways in which they apply what they have learned in their training programs.

Establishment of a national demonstration school in Washington, D.C., was particularly appropriate for many reasons. The existence here of Gallaudet College, a world center of information and research in the area of deafness, is in itself an asset of inestimable value. The fact, too, that every state at that time had at least one public facility for education of the deaf, but that the District of Columbia had none, was also a cogent factor. Additionally, the location in the capital city of the nation, almost within the shadow of the Capitol dome, seems to symbolize the national character of the school and to be a reminder of its responsibility to the larger community.

When Kendall became a demonstration school totally supported by federal monies, it undertook a new mission and new goals. Dedicated as it had been for the first century of its existence to the provision of quality education for the hearing-impaired children of the Washington, D.C. area, it accepted the additional commitment to serve the profession by demonstrable teaching, by developing models, by testing materials, and by research and dissemination of information in the field.

I. SERVICES TO THE LARGER CONSTITUENCY

A. *Demonstration Role*

The transition to demonstration school was not achieved overnight. Consultation and study were needed to develop a philosophy and a common understanding of the concept of a demonstration school, and of ways by which the demonstration function becomes a reality. In the earliest years of the new status, there was a wide variety of opinion as to what kind of program was appropriate for a demonstration school. The idea, once held by some, of 'total freedom to experiment with any technique' was never the intention. A more accurate conception would call for innovation and creativity within acceptable limits of effective pedagogical practices. Such a concept goes far beyond merely allowing latitude; it, in fact, requires that teachers step outside the boundaries of the ordinary and venture into uncharted territory, and that they dare not only dream, but to do. This is the kind of faculty we are building at KDES.

But it is not only, perhaps not even chiefly, in the classroom that the demonstration function is fulfilled. Rather, it is through the validation of techniques, the advice and assistance provided to other professionals, the substantiation of data, confirmation of test results, and other similar activities that can provide reinforcement and encouragement to fellow workers in the education, treatment, and habilitation of deaf children. Examples of such services which KDES can offer in fulfillment of its demonstration role are:

- Innovations in administration. By testing organizational and management designs, the school can serve as a prototype, and can offer advice and counsel in effective administrative practice.

- Innovations in staff development and evaluation. A vigorous, ongoing program of inservice training, continuing professional development, and upgrading of staff skills, as practiced at KDES, is a disseminable program that can prove beneficial to other schools, regardless of their location or population. Similarly, a carefully conceived process of faculty evaluation has been tested and refined, and may be adapted for replication.

- Exploration of the uses of resources and services. For example, the staff of the Materials Resource Center at KDES does a continual collection and evaluation of teaching materials. Made available to other professionals, such data saves time and money and provides valuable assistance in the selection of effective materials for a given purpose. Another example, this one in the area of service, is the developmental counseling program. We believe that this type of counseling, at the elementary level, is preventive, as opposed to crisis intervention counseling; and that it therefore may obviate the need for a great deal of counseling at older age levels.

- Counsel with regard to amplification, space, acoustical treatment, light, placement of equipment, type of equipment, etc. Tests made under controlled conditions can provide necessary information when new construction is contemplated.

- Assistance in knowing how to use community resources to the best advantage. Whatever the community, whatever the area, there are many available resources, often unrecognized and untapped by the school for the deaf. These range from universities to libraries to student teachers, and include a wide variety of persons, institutions, and materials. There is a reciprocation involved, also, in helping the school to see itself as a resource to the community. KDES can play an important role in helping other schools to understand their relationship to the communities in which they are located.

Thus, Kendall has a responsibility to a national constituency which can be fulfilled in many ways.

B. *Dissemination Function*

One of the commitments inherent in the legislation which established Kendall as a demonstration school is a commitment to dissemination. If "demonstration" is defined in terms of the kinds of programs and services which are demonstrable, then "dissemination" may be defined in terms of the methods used to diffuse them.

Understood in its broadest sense, it is not seen primarily as a periodic distribution of papers describing the results of research, and sharing the programs developed here, but rather as a process of professional interaction, involving personal give-and-take with other professionals in which potential for change is greatly increased and there is opportunity for mutual enrichment. In this broad view, dissemination will become a two-way process by which our own professional staff may be nourished at the same time it is providing resources to others.

Implicit also in the concept of dissemination is the responsibility to serve the community. While KDES has an important role to play as a national demonstration school, it also has a unique opportunity to reach out into the community of its location. In this context, and within this interpretation, strategies for dissemination have been developed which include the following:

- Conducting workshops at other schools for the deaf, for example, in Total Communication and Open Education.

- Sponsoring and hosting workshops on the Gallaudet College campus. Such meetings serve an important purpose in bringing together professionals from a wide area and from diverse backgrounds, philosophies, and teaching situations, for an exchange of information and experiences.

- Training of student teachers and student aides. These trainees will become professionals in the field, and will take with them the philosophies and methods learned at KDES. In offering practicum experience to university students and participating in research studies conducted by doctoral students, KDES extends its outreach far and wide.

- Student and teacher summer travel and exchanges. Whenever KDES personnel, whether students or staff, go to another place to conduct their official learning program, the school itself is transported, and is showing itself to the world. Our summer programs, which have taken our people to Maine and Minnesota, are a channel of dissemination.

- Curriculum sharing, research services, professional writing, direct observation, and "reverse mainstreaming" are other means by which the school has sought to carry out its dissemination function.

- Early intervention. The delay in language acquisition imposed by congenital deafness makes early diagnosis and early intervention of prime importance in the educational development of a hearing-impaired child. To this end, a program of identification of hearing loss, particularly among high-risk infants, has been initiated in order that parent-infant training may be started and a communication system established. Included in this process is a diagnostic service which assists parents to understand the relative magnitude of the handicap, and the possible remediations available.

- Diagnostic services: Envisioned for the future is a diagnostic center which will provide comprehensive clinical services for our own students, their family members, and the community at large. Included in the facility will be live-in arrangements which will enable entire families to participate in the testing procedures and to benefit from counsel which will be an integral part of the program.

The numerous pieces of recent legislation relating to schools, and particularly to special education programs, require a great deal of study and understanding on the part of administrators of schools for the deaf. Much of this legislation is at the state level, and it may vary greatly from one state to another. Implications of these state laws, as well as of the federal laws affecting schools for the deaf, demand careful and critical interpretation. Because of its proximity to the seat of government as well as its commitment to serve the nation's deaf community, KDES has a responsibility to provide information, when requested, on laws pertaining to children's rights, privacy, funding, state accountability, grievance procedures, discrimination, and other relevant subjects. Further, it should assume a pro-active role, rather than a reactive one, by supporting the development of legislation to benefit deaf persons. In assuming such an advocacy role, KDES could well serve deaf children across the country, as well as professionals concerned with their education.

Under the terms of Public Law 94-142, local educational agencies are required to provide free and appropriate services to all handicapped children. It is further required that these services must be adequate to meet the needs of each individual child, whatever his/her handicap may be.

The placement of deaf children in instructional settings alongside hearing children is, without question, a worthy objective, and one which is consistent with the goals of educators of the deaf. However, the necessity for, and the advantages of, the specialized setting must not be denied to those hearing impaired children whose special needs and communication handicap preclude their fulfillment in a so-called integrated setting.

The term "least restrictive environment", as used in this law, suggests that separate instruction imposes on the child undesirable restraints and limitations which should be avoided whenever possible. To equate the term "least restrictive environment" with public school placement is to place on it a value judgement not necessarily accepted by the persons concerned. One must eventually weigh the relative values of the absence of restrictiveness as opposed to the effectiveness of services. "Least restrictive" is not necessarily equivalent to "most appropriate".

It should be understood that prelingual hearing loss represents more than a lack of auditory perception, but that it is primarily a communications disorder and must be dealt with from that point of view. Further, it must be understood that, as desirable as mainstreaming may be from the developmental angle, it may not always meet the deaf child's educational needs because of the communication problems involved.

Given the language delay and the communications problems usually accompanying prelingual deafness, one must carefully consider the ability of the deaf child to cope, either socially or educationally, with the environment of a hearing class, before concluding that an integrated placement is most appropriate. In considering the optional placements available for deaf children, care should be taken not to stigmatize separate instruction by establishing a continuum in which the integrated situation is listed first (and therefore most desirable), and the specialized, separate facility is listed last (and therefore least desirable).

Currently, KDES is able to provide the free and appropriate services required by Public Law 94-142. As the provisions of this law are implemented locally, the KDES services may well become a model and a resource for the development of the specialized programs which must be provided by local educational agencies. The providing of this kind of transitional assistance, both in interpreting the legislative demands, and in helping LEA's and SEA's toward compliance, is one more means of fulfilling the school's functions of demonstration and dissemination.

II. SERVICES TO ITS OWN STUDENTS

At the same time that KDES has been developing its concept of a demonstration school and finding ways of making that concept a reality, it has not neglected its services to its own students. Although developed primarily for use within the school, many of the materials and programs which have emerged during these early years as a national model can also be disseminated for adaptation and use in other situations. In both the Division of Instruction, and the Division of Student and Family Services, noteworthy innovations have proved to be successful, workable models, and have been incorporated into the on-going program offered by the school.

A. *Division of Instruction*

Among the outstanding features of the instructional program are:

1. Twelve-month programming. While ours is not the only school in the nation operating on a year-round schedule, the use we have made of the days and the seasons make our calendar unique. Between 210 and 220 days a year

are scheduled for student instruction, and about 15 are set aside for staff development and planning. This leaves about six weeks for vacation periods, which are spread throughout the year. Such a schedule has allowed for creative summer programming, in which outdoor recreation, deep-woods camping, interstate student exchanges, community living, whole family involvements, and other innovative experiences have all played a part.

- Open Education. Emphasis on student participation in the teaching-learning process permits independent study, creative thinking, and individual progress. Imaginative uses of learning stations, team teaching, individualized instruction provide an open approach, whether in a self-contained classroom or a larger open area.

- Uses of educational technology. Enhancement of learning through the use of technological advances is continuously assessed at EDES, thanks to the resources made available to us. Videotaping of actual class sessions is made possible because we have a fully-equipped studio. Advice and counsel in the use of facilities and techniques of using TV in teaching are available through an instructional TV specialist. Individualized lessons in language and mathematics are provided by way of computer terminals for all students between the ages of 8 and 15. These lessons give reinforcement of material taught by a teacher, and provide drill and practice exercises geared to each child's level.

- Curriculum Guide. New this school year is a curriculum guide which serves as a map for teachers in charting a course for their students. Based on the idea that deaf children are, first of all, children, the guide has not been developed to focus on their deafness. It defines more than 1,500 behavioral objectives and establishes ladders for reaching them sequentially. A careful system of individual record-keeping will show a student's progress and current level of achievement at any given time.

- Parent-Infant Program. Since the preschool program enrolls infants as soon as hearing loss is discovered, a home program has been initiated, in which teachers make home visits, training parents in working with young infants to develop sound awareness, showing them how to maximize both auditory and visual input, and helping them to make the psychological adjustments necessary in accepting their deaf child.

- Career education. Still in a developmental stage in an emphasis on career education, which will be woven throughout the entire curriculum, and will foster the development of open attitudes, an understanding of the world of work, an acquaintance with community occupations, and appreciation of all forms of service.

B. *Division of Student and Family Services*

Recognizing that cognitive development and emotional growth are closely intertwined, Kendall School supplements its instructional program with comprehensive professional services to meet the needs of the whole child. Included in these support services are the following:

- Audiological services. These include regular testing of all students, initial evaluation of applicants, and recommendation for hearing aid purchase. One unique feature of our program is the bi-monthly ear-nose-throat clinic conducted at the school by an otolaryngologist. Maintenance of amplification units is provided by a staff technician, and loaner aids are available for students whose aids are temporarily out of use.

- Health services. Focusing on individual needs, this child-centered program is less concerned with tabulation of statistical data than with preventive care and corrective treatment. Eye clinics, dental clinics, and sickle cell screenings are all a part of the services offered. Individual evaluations are done, with periodic updating of health reports.

- Speech and language services at KDES address three principal areas:
  a) a diagnostic assessment of each applicant and each enrolled student;
  b) consultative services to teachers and parents;
  c) habilitation by individual and group therapy.

- Psycho-educational diagnostic services. The testing program is not merely a means of determining the child's relative level of achievement, or to ascertain individual strengths and weaknesses, but is used as a basis for recommendations for educational programming, habilitation, and consultation to meet the child's needs.

- Social work services are directed toward improving those aspects of home and community that are related to the child's performance.

- Counseling services. As explained earlier, counselors focus on developmental counseling, helping students toward an understanding and acceptance of each other and themselves, assisting them in handling their emotions, offering friendship and guidance, as well as control toward hostility.

2. Communications Services. Through a Family Sign Program conceived and developed at Kendall, nearly 100 families have been enabled to complete a 16-week course in manual communication in their own homes. A series of 48 filmed lessons was put on cartridges, and taken to homes in which parents of KDES students contracted to discipline themselves to regular study. A visiting teacher was sent weekly to work with each family under contract. Lessons are designed to start with a receptive vocabulary, to motivate parents to understand the signs their children bring home from school.

In addition, a staff sign program is in progress, which is designed to upgrade the skills of each staff person. Entering the program at the level indicated by a personal evaluation of receptive skills, the individual proceeds through a self-paced program of lessons, using color cassette videotapes made by the KDES communications staff. An innovation is the placement of primary emphasis on reception.

For children, communication is "total", not simply in the sense that it always must utilize both speech and signs, but in that it employs many other modes, as well, with the circumstances of every situation determining the mode or modes to be used. Thus, students who are better able to use audition and speech are encouraged and enabled to do so when possible, while those dependent upon visual cues are provided with them.

III. WHAT HAPPENS TO KDES STUDENTS

One of the goals of the school is to prepare hearing-impaired students to be responsible for their own learning, and to be able to cope within the central flow of public and private life. In keeping with this objective, we are developing programs to give our students increased opportunity to associate with hearing students. In the mainstreaming programs, through community-based summer activities, and by occasional interactive experiences with hearing siblings and friends, Kendall students are encouraged to grow toward an acceptance of self and others that will enable them to become contributing participants in all areas of life.

Prior to the establishment of the Model Secondary School for the Deaf, students remained at Kendall School until the completion of their secondary education. In 1970, when the MSSD opened, older students from Kendall were transferred to form the nucleus of the new student body there. In the six years since Kendall became a demonstration school, approximately 100 students have completed the elementary school program, and moved into a continuation of their studies at MSSD. Each of these students, whatever his/her achievement level, whatever his/her ultimate objectives, has been accepted into the most appropriate portion of the MSSD program, whether it be academic, general, or prevocational. Individualized instruction, educational and career counseling, and a self-paced system of progress have combined to enable most of them to "find their niches" and to emerge with some goals and directions for their lives.

For those students for whom MSSD is not an appropriate placement for continuing education after completing the KDES program, the Kendall staff makes exhaustive efforts to ascertain all possible options which are open. Educational and vocational counseling are offered to student and parents well in advance of the student's completion date at KDES, and habilitative programming is recommended to insure his/her continued growth and welfare. Whenever possible, arrangements for the student's future course of training are finalized prior to his/her departure from KDES.

IV. SOME OTHER NOTEWORTHY FEATURES

One of the finest features of the school's program, and one of the most unique of all, is the degree of parent involvement. Unlike the school where parent intervention is viewed by administrative authorities as a threat; or the one in which parent interest and participation are so weak as to be totally ineffective, Kendall has built parent power into most parts of its program. Parents serve on the committees which screen and hire faculty; they participate in planning the summer programs; they contribute to the school newsletter; they are represented by six members on the Policy Advisory Council, which reviews school policy and recommends changes.

A word should be said here regarding the presence of hearing-impaired persons on the teaching staff. About one-fourth of the teachers and 40% of the program supervisors are so handicapped. These persons not only establish a special rapport with the students, but they stand as excellent success models for the children. Lacking such models, handicapped children often grow into adulthood with feelings of inferiority and poor self-images that keep them from achieving and cause irreparable psychological harm.

V. CONCLUSION

KDES presently serves a capacity enrollment of 172 students, ranging in age from infancy to 15 years. Its present facilities, built for a different purpose (residential), a different age range (5 - 19), and a different size student body (about 100) are no longer suitable nor adequate. Therefore, the school is about to enter into a construction project which will eventually provide an ideal learning environment for our students, will accommodate a much larger enrollment, and will enable the school to serve the community more fully and more effectively. During the interim, the school program will continue, and development of further innovative activities will be sought and [illegible].

This paper, of necessity, cannot detail every facet of the Kendall Demonstration Elementary School. There are many portions of its program which have not been mentioned here, such as library services; the training in motor coordination offered in the physical education classes; the art and home economics classes; the strong emphasis on language arts; the groupings of students to provide a degree of homogeneity both developmentally and with reference to skill levels; the individualization that enables the school to serve multi-handicapped deaf students.

With construction of a new and functional facility to be started within a few months, and the prospect of serving up to 300 hearing-impaired students; with the challenge of providing avant garde materials, information, and thinking in the field of education of the deaf and related professions; and with the encouragement offered by governmental agencies and others with whom we work hand-in-hand, the future looks bright for KDES. We believe we have entered a crucial, but exciting, era, in which, for the first time, breakthroughs may occur which may help deaf persons to become full participants in society. Kendall School is committed to helping that become a reality.

GUEST EDITORIAL

The Education for All Handicapped Children Act of 1975 (P. L. 94-142) represents a strong effort to assure the right of all children to be educated in the school districts in which they live. In requiring local educational agencies to provide appropriate services for all children, the law specifically emphasizes the need for local public school systems to accept handicapped children. From this emphasis has developed the concept of "the least restrictive environment" placement for handicapped children.

The basic goals of this legislation deserve support. They broaden the options available to deaf students, they recognize the diverse needs of individual children; and they emphasize the necessity for early identification and diagnosis.

It must be remembered, however, that the law itself will not provide a panacea, nor will it automatically improve the services and educational programs offered to deaf students. Support services by themselves, for example, are ineffective unless they are properly interfaced with instruction. Therefore, the great variety of individual needs and differences will require the continuation of existing programs, as well as the development of new ones. We affirm the need for availability of a wide variety of educational environments for deaf children, and also for the freedom of parents to select from among them those programs which best suit the special needs of their children. To establish a program locally to serve the needs of only a very few hearing impaired children of widely varying ages with varying degrees of hearing loss and different diagnosed individual needs is a highly questionable practice in terms of quality. Local educational agencies will need to consider existing services and established programs, even if these programs should require residential placement of the children or consolidation of services among various local districts.

Local programs may or may not prove to be money-savers, but in any event, choices of services and programs should not be dependent upon, nor limited by, their relative costs. The local programs stressed in this law should be regarded as one part of the sum total of educational resources available to handicapped children, all of which must be considered in seeking the best and most appropriate placement for a deaf student. Public and private residential and day class programs for the hearing impaired have long been recognized for their comprehensiveness and for the quality of their services. They have traditionally demonstrated educational programming which is progressive and innovative, and which will continue to provide viable alternative educational placements for hearing impaired children.

There has been an automatic assumption in many places that "least restrictive environment" and maximum integration are synonymous. Such is not necessarily the case, particularly with the severe handicap of prelingual deafness. Each child must have the opportunity to have all the services necessary to meet his individual academic, communication and social needs. Because of the nature of the severe handicap of deafness, which is also a low incidence handicap, these needs will usually only be met when there are sufficient children to justify an appropriate number of staff to provide for these diverse needs. For many deaf children this means grouping deaf children with many other deaf children, whether in a day school or a residential school setting. Considering the ultimate objective of producing well educated, socially adjusted and responsible adults, the "least restrictive environment" is not necessarily the one that is closest to home or has the maximum integration in schools. Rather, appropriate schooling should lead to the "least restrictive environment" when the deaf child becomes an adult.

Robert R. Davila, Ph.D.
President, CAID

Richard G. Brill, Ed.D.
President, CEASD

Note: At the time this editorial was written Dr. Brill was President of the CEASD. His term expired June 30, 1976.

SUPPLEMENTS

"*Faculty Evaluation at KDES*", Perspectives,
September 1976.

"*KDES Creates New Curriculum Guide*", Perspectives,
October 1976.

"*Audiological Services at KDES*", Perspectives,
November 1976.

Summary Report of Open Education Workshop,
May 9 - 11, 1976.

"*Answers to Questions on Class Placement*",
KDES Newsletter, January 1977, page 11.

"*Parent Involvement at Kendall School*, Gallaudet Today,
Fall 1976, page 26.

Kendall Demonstration Elementary School, a 3-fold brochure.

Kendall Demonstration Elementary School

A Place to Learn

The Kendall Demonstration Elementary School, on the campus of Gallaudet College in Washington, D.C., provides young deaf children with an exceptional educational program, as well as many auxiliary services designed to encourage their growth into happy and productive adulthood.

Serving deaf children from the Metropolitan Washington area from infancy to the age of 15, the Kendall School provides tuition-free schooling which includes:

- an individualized approach to meet the special learning needs of each child;
- the latest processes and applications of educational technology to help make learning meaningful and rewarding;
- innovative curriculum designs consistent with sound principles and theories of learning and child development;
- group activities designed to foster peer interaction and social development;
- co-curricular activities, such as field trips, guest visits, and study projects, designed to introduce the child to the community in which he lives.

A Place to Grow

Supporting the KDES academic program is a full range of services which are available to all students and their families. These include:

- Audiology. Every child receives an annual hearing evaluation. In addition, hearing aids are checked daily, and recommendations made regarding changes and repairs. Group amplification is provided for classroom use.

- Speech. Therapists work with some children individually, with others in small groups and in classrooms, to develop the potential for using oral/aural skills.

- Counseling. School counselors provide group and individual counseling to students to foster normal personal and social development. They also consult with teachers about developmental needs of children.

- Social Work. Qualified social workers serve as a bridge between the school, the deaf child's family, and the community, helping to alleviate problems which might affect the child's educational, social, and emotional growth.

- Family Education. Staff members work with families to help them toward an understanding of their child's handicap and to know how to deal with its inherent problems.

- Medical Care. Ear-nose-throat examinations are performed on a regular basis, and a registered nurse is on duty five days a week. Additional medical service may be provided through the Gallaudet College health facilities.

Children are referred to the Kendall School by physicians, audiologists, other schools, friends, parents of other deaf children, and many other sources. Upon application, a child is evaluated by the school staff on the basis of hearing loss, past educational history, and identified social and psychological needs. Previous academic and medical records are also used to ascertain the child's potential for the Kendall program, and to assist in prescribing specific instructional strategies.

Once accepted, the child is placed in a group commensurate with his cognitive and linguistic skills, as well as his level of social development.

The Kendall School attempts to fit the mode of communication to the child, rather than the other way around. Communication is total in the sense that the use of speech and speech-reading, sign language and fingerspelling, writing and reading, gestures, pantomime, and "body language" is encouraged and utilized at all levels. The degree to which these various modes of communication are separately or simultaneously emphasized depends on the needs and abilities of each individual child. Children are encouraged to express themselves spontaneously in any or all of these modes, as well as through such media as art and drama.

Students begin their day at 9:00 a.m., and go home at 3:00 p.m., with transportation provided by chartered buses. A hot lunch is served daily at no charge.

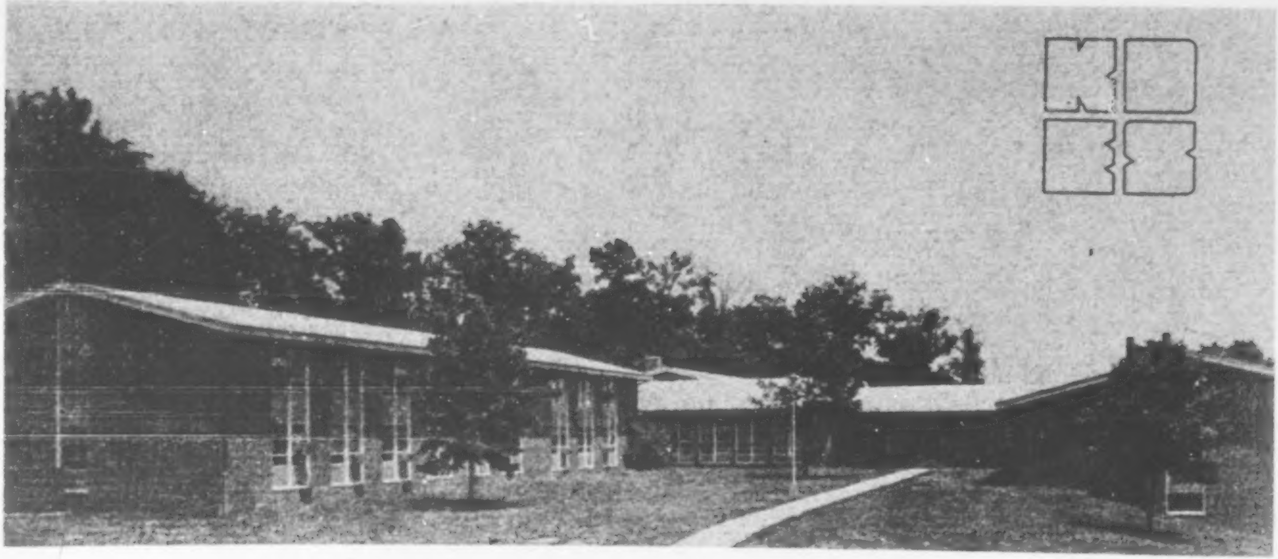
The Kendall School operates a 12-month program, with adequate breaks throughout the year. A segment of the summer program involves a camping experience at a site in New Jersey featuring a well-rounded program of recreation, outdoor living, arts and crafts, and language instruction.

A Purpose to Share

The Kendall School, founded more than 100 years ago, became a national demonstration school in 1970 with the enactment of Public Law 91-587. As such, KDES is charged to develop and test new teaching techniques and materials, and to disseminate its findings to schools and programs for the deaf throughout the nation.

For more information on KDES, or to arrange a visit, please call or write:

Office of Public Information
Pre-College Programs
Gallaudet College
Kendall Green
Washington, D.C. 20002
(202) 447-0621 or 447-0411



Pre-College Programs
Perspectives

Issue Six. September, 1976

Kendall Demonstration Elementary School
Model Secondary School for the Deaf

Gallaudet College, Washington, D.C.

Faculty Evaluation at KDES

With the opening of the 1976-1977 school year, Kendall School initiated a new plan for evaluation of faculty members. In the making for the past two and a half years, the plan has been carefully designed to emphasize the interrelationship of evaluation with both supervision and staff development. It will provide the needed framework for upgrading the programs of instruction and services offered to the students and their families.

Developed through the joint efforts of faculty and administration, the new plan was introduced during the staff orientation week preceding the opening of school in August. Members of the committee which carried primary responsibility for its development were Pam Minger, Evelyn Skalka, Jackie Mann, Onita Lynch, and Judy LeNard, chairperson. Assisting them in a consultative role was Walter Bonkowski, Executive Director of Staff Development and Personnel for the Toledo (Ohio) Public Schools. Prior to implementation, training sessions were held to acquaint faculty with the system. The supervisory staff were given training in a separate session emphasizing not just the evaluation instrument, but the supervisory process as a whole. Each supervisor and his/her department then received training in use of the system.

While the major function of evaluation at KDES is to foster personal and professional growth, it also serves a secondary purpose in providing data that can be used as a basis for reappointment, promotion, salary increments, tenure, and termination. The process provides instruments to measure individual professional strengths and weaknesses, personal and professional growth, minimal acceptable levels of job performance, and job performance as related to reappointment and advancement. The system will be used to evaluate all faculty members, tenured and untenured, except those in administrative positions.

—continued

Faculty Evaluation . . .

Evaluations will be done by each person's immediate supervisor on a carefully worked-out time schedule.

Involved in the total process are several key elements which must be accomplished in proper sequence in order to assure the validity of the result. Throughout the procedure, frequent conferences between supervisor and teacher are built into the system, assuring an openess of communication that will help to preclude misunderstandings.

The heart of the system is an "evaluation cycle" which will be repeated as many times as necessary for each person being evaluated. It involves a continuing repetition of a process of observation, conferencing and goal-setting, a growth period with time for reaching goals, further observation, a conference to review progress with new goal-setting, and another opportunity for growth. Minimum numbers of repetitions of the cycle have been established for evaluating faculty members with varying lengths of service at the school.

Guidelines have been suggested for each step of the process, so that both the evaluator and the person being evaluated will have a clear understanding of the procedure. These guidelines state, for example, the minimum and maximum duration of observation periods, the minimum number of observation periods required, and the maximum lapse of time between observation and conference. They also require the use of a standard goal-setting form to concretize the growth process, and the maintenance of a professional profile record for every faculty member, documenting all developmental activities relating to job performance.

Actual performance rating is on a five-point scale, ranging from "unsatisfactory" to "outstanding", in each of six major growth categories. From a consideration of the composite of these ratings, an overall performance rating will be derived by the supervisor. Rating is done twice a year, with interim and final reports. This allows ample opportunity for supervisor and employee to discuss and work on areas of weakness before the final rating. Recommendation for reappointment or non-reappointment will be included as a part of the final report. Faculty guidelines regulating pay increases and promotion are also tied to the overall performance rating.

The complete package describing the system includes the forms to be used, and a list of suggested behavioral performance goals which can be used as a guideline in the goal-setting sessions. It is anticipated that, as the package is used, the system will be continuously updated to keep pace with changing situations. A formal process for monitoring needed revisions will be instituted this first year of operation to ensure appropriate modification at year end.

-- Judith M. LeNard

Share With Us

Pre-College Programs Perspectives has for its target audience: teachers, coordinators and administrators, university teacher preparation centers, and professionals in auxiliary fields.

With the recognition that innovation does not fall within the particular province of any single program, we invite your input, suggestions, and a sharing of your findings with the rest to the educational field.

Please regard this newsletter as a stimulus rather than an end in itself. We are hopeful that Pre-College Programs Perspectives will initiate a communication link with schools, programs, and colleagues which will be useful and generative.

The TICCIT System

One of the outstanding features of the new MSSD facilities will be the TICCIT computer system (Time-shared, Interactive, Computer-Controlled Information Television). TICCIT will offer a wide range of instructional and communication services, ranging from Computer Assisted Instruction to videophone.

Terminals

The new MSSD building will contain 75 TICCIT terminals, of two types: interactive and videophone. The interactive terminal is so named because the operator interacts with the computer through a keyboard to choose from the wide selection of programming. These terminals can access MSSD's and Gallaudet's computer and TV systems, they can be used as TTY telecommunication devices, and they can offer instructional materials. Sixty interactive terminals will be in the new school, 20 distributed schoolwide, and 40 concentrated in the Learning Resources Area.

In addition to the interactive terminals, there will be 15 videophone terminals, complete with cameras and viewer screens. These terminals will be used both for videophone conversations and for videotaping office, lab, or classroom meetings. While the videophones are set in circular carrells to insure privacy when desired, the cameras are mounted on swivels and can be trained on activities outside the shell.

Initial Use

During the first year after installation, TICCIT will be used primarily as a communications network (TV, TTY, videophone) and as a management system. For instance, a record of all books and equipment checked out of the Learning Resources Center will be entered into TICCIT. TICCIT can store budget information, administrative data, and other management materials.

Educational Uses

Initially, some commercial instructional programs will be used with TICCIT where appropriate for hearing-impaired secondary students. On a more long-term basis, the Division of Curriculum Development/Media of MSSD will be developing materials for use with TICCIT.

The Division of Curriculum Development/Media, in conjunction with the Office of Research and Evaluation, will also be researching what educational strategy to use with TICCIT. There are two main types of computer instruction: Computer Assisted Instruction, or CAI, and Computer Managed Instruction, or CMI. CAI represents an instructional strategy that uses the computer as the primary source of instruction. Besides evaluating and managing the student's progress, the computer also offers the learning activities. In CMI, the computer manages the student's progress, but directs the student to outside sources of instruction (including a teacher). This strategy weds the organizational capacity of the computer with the personal effectiveness of a classroom teacher.

"Learner Control"

The MSSD TICCIT system is programmed to use a form of CAI known as "learner control." "Learner control" has been used with the TICCIT system of Phoenix College, Arizona, and has shown encouraging results. In "learner control" the computer offers the student a variety of exercises, and the student selects those he wants to work on. Theoretically, if students are allowed to exercise control over their learning environment, they not only learn the material, but they learn how to learn.

But other educational strategies might also be desirable for use with hearing-impaired secondary students. The MSSD TICCIT system might also be programmed to offer a more structured form of CMI. With this strategy, the computer first tests the student's progress and decides what he/she should learn next -- but the teacher is the primary source of instruction.

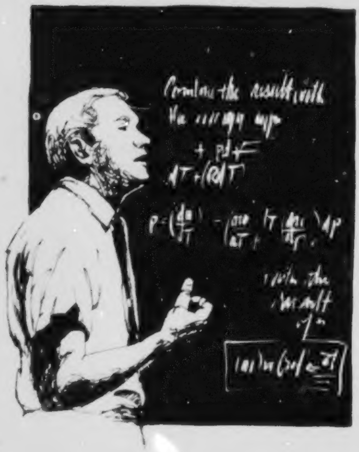
For more information on the MSSD TICCIT system, contact Dr. Paul Watson, MSSD Project Manager for TICCIT and Director, Curriculum Development/Media.

-- Jim Sulzer

From the MSSD Course Catalog . . .

Mathematics

Basic Mathematics (17-001)
A study of eleven topics: numeration, addition, subtraction, multiplication, division, fractions, mixed operations, money, time, measurement (including the metric system), and geometry. Each topic is treated on nine levels. Students begin at an appropriate level after diagnostic testing and advance at their own best rates. It takes a student from three to six months to complete each level. (Four hours per week)



Algebra I (17-100)
Elementary concepts of algebra, such as functions, variables, equations, directed number, polynomials, inequalities, graphing, real numbers, etc. This course covers fewer topics than the usual introductory high school Algebra course. The students complete this course in six months to a year. (Four hours per week)

Algebra II (17-101)
An advanced course of particular interest to college bound students (but not restricted to them). Such topics as: mathematical statements and proofs, linear functions, radicals, irrational numbers, polynomial functions, complex numbers, quadratic systems. Students complete this course in one to one and one-half years. (Four hours per week)

Consumer Mathematics (17-200)
A course of basic skills necessary to cope with many consumer problems. Topics include Salary Computations, Income Tax, Banking, Loans and Credit, Cars and Transportation, Insurances, Housing, Clothing and Food, Budgeting. This course requires about four hours per week for one year.

Home Economics

Beginning Clothing Construction (16-001)

Introduction to sewing machine, clothing patterns, and construction processes. Production of garments in class. Emphasis on understanding principles and developing good work habits. (Eighteen weeks, two hours per week)

Intermediate Clothing Construction (16-002)

Advances student's skills in constructing garments. Study of current fashion trends in relation to own needs. Practice in relating construction techniques to particular designs. Development of interest in sewing as creative hobby. (Eighteen weeks, two hours per week) Prerequisite: Beginning Clothing Construction.

Advanced Clothing Construction (16-003)

Construction in fur and leather. Creative aspects of sewing. Purchasing materials. Clothing problems and family finances. (Eighteen weeks, two hours per week) Prerequisite: Intermediate Clothing Construction.

Exploring Foods (16-004)

A course for the student with little or no previous experience in food preparation. Introduction to appliances, simple recipes, food preparation techniques, preparation of simple meals, table settings, and table manners. Emphasis on the student's ability to work with others in order to complete assigned work. (Eighteen consecutive weeks, three hours per week)

Special Projects in Food (16-007)

This course is appropriate for students who need more experience in understanding recipe meanings and are limited in their foods vocabulary knowledge. This course offers the student the opportunity to practice skills needed for Intermediate Foods. (Nine weeks, three hours per week) Prerequisite: Exploring Foods.

Intermediate Foods (16-005)

This course emphasizes individual work. The student concentrates on a particular food group for the nine week quinmester with each food group representing a unit of work. Completion of six units (chosen by the student depending on her/his preference) is required for completion of the course. Some of the units offered are: cheese cookery, meat cookery, yeast breads, pie making, vegetable cookery and microwave cookery. (Nine weeks, three hours per week) Prerequisite: Exploring Foods.

Advanced Foods (16-006)

The most advanced course in food preparation. This course includes a study of food groups: the effects of various cooking methods on the nutritional value of foods; scientific principles underlying various cooking procedures; and the study of food nutrients. (Thirty-six consecutive weeks, three hours per week) Prerequisite: Intermediate Foods.

Apartment Management/Apartment Living (16-100)

These two courses are taken simultaneously. There are two instructors teaching the courses. One instructor teaches the management skills and one instructor works with the students to refine their group decision-making skills. Students must follow the application process to gain entry into the apartment. Once the student has been chosen for the apartment, the two courses will be required. One course is called Apartment Management. The course presents such concepts as arranging and managing a livable space, housekeeping tasks, managing an expense record, meal planning, meal preparation and service. This course will be scheduled during the student's school day. The second course, Apartment Living, will be scheduled during the evening hours at the apartment. This course will present concepts such as interpersonal relationships, problem solving skills, and group decision-making techniques. (Apartment Management: Eighteen weeks, one and one-half hours per week; Apartment Living: Eighteen weeks, five hours per week) Prerequisite: Exploring Foods.

General vs. Behavioral Objectives

In recent years a growing number of critics have been attacking the "gospel" that instructional objectives need to be written in specific behavioral terms. Basically, the charges are threefold -- that behavioral objectives

-- are based on a simplistic notion of learning
-- are difficult and sometimes impossible to use
-- result in overemphasis on simple learnings and evaluation

A critical discussion on "systematic" education in the February 1976 issue of the Harvard Education Review by Dennis Szilak of Princeton University suggests that, "When behavioral objectives become so clearly defined that educational methods become functional fixities, a student's discoveries or surprises are eliminated or ignored, systematic education becomes thought control, teaching becomes job holding, and teacher accountability becomes an instrument of repression."

In an article in The Elementary School Journal, John A. Zahorik of the University of Wisconsin puts in a strong plug for the general objective as a more desirable instructional approach. He perceives the need for "a broad focus, a remote time period, either a pupil or a teacher as the target, and a topical form."

Examples of six general objectives:

1. "to study transportation and communication in urban areas"
2. "to learn about simple machines"
3. "to acquire decision-making skills"
4. "to discuss the book, Swiss Family Robinson"
5. "to learn about the metric system"
6. "to become more responsible"

Zahorik believes the above examples of general objectives provide "subject-matter parameters or boundaries within which pupils can acquire many unidentified learnings, or they are broad statements concerning qualities or abilities that pupils should ideally possess." Such generality allows students to identify and develop their own personal objectives, thus falling within the framework of individualized learning.

Four major advantages for the general objective approach of learning how to learn are summed up in the Zahorik article:

a. Moral -- students are not manipulated or conditioned toward predetermined ends over which they have little or no control.

b. Democratic -- general objectives permit a freedom of choice and process in keeping with democratic ideals in contrast to the control exerted by behavioral objectives.

c. Realistic -- general objectives integrate ends and means as is the case with natural ways of acting or behaving.

d. Facilitating learning -- behavioral objectives deprive students of the chance of goal-setting or determining objectives. Students need to acquire this ability as well as to achieve goals in ways that are meaningful to them.

Linguistic Presentation To Hearing-Impaired Students

At the August meeting in Minneapolis of the Association for the Development of Computer Based Instructional Systems (Special Interest Group for Educators of the Deaf), Lawrence M. Rudner of the MSSD Office of Research and Evaluation presented a paper summarizing two investigations into linguistic presentation of instruction to hearing-impaired students.

In an exploratory study Rudner utilized an item response pool from the Stanford Achievement Test Level 2 Battery (Hearing-Impaired Version) from the Office of Demographic Studies at Gallaudet-- a national sample of 1,852 hearing-impaired students. Item responses were factor-analyzed in an effort to identify trends in terms of potentially aberrant linguistic structures. Initial results of this study identified six linguistic structures which appear to be misleading for hearing-impaired students:

1. Conditionals (if, when)
2. Comparatives (greater than, the most)
3. Negation (not, without, answer not given)
4. Inferentials (should, could, because, since)
5. Low information pronouns (it, something).
6. Lengthy passages

In a second study, Rudner re-analyzed data from a 1973 Office of Demographics report by Trybus and Buchanan based on the 1964 version of the Stanford Achievement Test Battery, Intermediate I, comparing 618 hearing students and 2,821 hearing-impaired students. Results tentatively confirmed the six categories emerging from the initial study.

Rudner cautioned that identified trends are not to be considered definitive and considerably more work needs to be conducted in this area. He noted, however, that curriculum and CAI developers may wish to view these particular constructions with care. That is to say, it is not necessarily recommended that they be eliminated, as they are common to everyday English. Rather, special attention and instruction should be devoted to such structures.

Individuals interested in the full report may write to Lawrence M. Rudner, Office of Research and Evaluation, MSSD.

Marshall Stresses Commitment

In his inaugural address to the MSSD faculty as director of the six-year-old experimental high school, Dr. William J. A. Marshall shared some of his perceptions of the serious responsibility faced by the staff in terms of management philosophy and commitment to the students.

The presentation was given in the context of three levels of expectation which may be summarized as follows:

First level: What can a staff expect of its leaders?

The ability and willingness

1) to take criticism, sorting out the constructive from the malicious so that they can learn from one and ignore the other
2) to stand adversity, to bounce back against failures because the school is bigger, better, and larger than any individual
3) to delegate authority, through management by participation
4) to make decisions, to acknowledge that the buck stops with them
5) to give praise and credit where it is due and to accept the blame when things go wrong

Second level: What can leaders expect from their staff?

1) humility -- to abandon rather than excuse our faults; to win at the game of life by first learning how to lose gracefully
2) self-discipline -- through a sense of unity, a willingness to subordinate vested interests for the good of the whole
3) mutual respect -- by avoiding pettiness, insensitive remarks, uncharitable behavior
4) mutual sharing -- through candor, openness, and personal (face-to-face) communication rather than by memo-writing

Pre-College Staff-Lines

SUSAN PRICE -- KDES open space teacher... BA, Mt. Holyoke; MA, Gallaudet... native of Washington, D.C., served as special aide to the president of Gallaudet during the VII World Congress of the Deaf in 1975.

JUDY MARVICH -- MSSD audiologist... BS, Penn State; MA, George Washington... teams with Connie Knight in auditory communications program... assigned to Diagnostic Evaluation Program for new students.

PATRICIA KEY -- administrative secretary, MSSD Division of Developmental Education ... attended Washington School for Secretaries, Federal City College, Prince Georges Community College... previously was legal secretary for a law firm.

FAYE MACKLIN -- KDES director of Division of Student and Family Services... BS, Hampton Institute; MA, Gallaudet; doctoral work at Syracuse... member of Kendall administrative team (AMT)... has taught in Virginia.

JAY DIAMANT -- MSSD communications specialist... BA, Maryland; MA, Georgetown ... in charge of cued speech program, was MSSD's first Spanish instructor.

FANI BROWN-MILLER -- KDES learning specialist... BA, Carnegie-Mellon; M.Ed., Pittsburgh... chairperson of the open education task force, assists with staff training in open space instruction... member of the team that authored The Eighth Day, a book on how to conduct open ed workshops.

RITA LA PORTA -- KDES preschool teacher... BA, Marquette; MA, Gallaudet... previously assisted in hearing-aid research for Ralph Nader... speech pathologist in Milwaukee auditory services program, Montgomery County, Maryland.

WILLIAM SAUNDERS -- MSSD school counselor ... BA, MA, Gallaudet... previously served as counselor/administrator of the Community Service Center for the Hearing-Impaired in Washington, D.C.

MARY DOWNS -- KDES speech therapist... BA, Colorado; MA, Denver... listed in "Outstanding Teachers in Exceptional Education" ... coordinated speech and language program at Laradon Hall School for Exceptional Children, Denver.

CAROLYN E. WILLIAMSON -- MSSD social worker... BS, Hampton Institute; MSW, Howard... previously assistant principal Francis Hammond High School, Alexandria, Va., social worker at Northern Virginia Family Service Center, Alexandria Headstart Program, D.C. Dept. of Public Welfare, Bureau of Child Welfare in New York.

SILVIA GOLOCOVSKY -- KDES primary teacher ... BA, Cordoba (Argentina); MA, National Inst. for Special Education (Argentina)... specialized in speech therapy and audiology in a public hospital, rehabilitation institute, military hospital before coming to Washington in 1973.

MARJORIE HYATT -- MSSD research-evaluation assistant... BA, Gallaudet; M.Ed., American, doctoral study at Rochester... joined MSSD staff immediately upon graduation from Gallaudet in 1970.

PEGGY WINGERT -- KDES elementary teacher ... BA, Gallaudet; M.Ed., Western Maryland ... after working in statistics and computer programming, served for three years as teacher-aide at Kendall before joining faculty.

Pre-College Programs
Perspectives

Issue Seven. October, 1976

Kendall Demonstration Elementary School
Model Secondary School for the Deaf

Gallaudet College, Washington, D.C.

Observations on Education of the Deaf in Italy

Last spring I traveled to Italy to acquire some information and some insight into the education and the life situation of the deaf in that country. I visited and observed in residential, day, and integrated school programs for the deaf in Rome, Padua, and Milan, and spoke with administrators, teachers, deaf students and adults. Other interesting experiences included a visit to RAI-TV, Rome to observe the preparation and taping of the special weekly news show in sign language for the deaf and a visit to the deaf club in Padua. I am limiting my discussion here to a few comments on communication methods, the general education structure, and job opportunities.

Education in Italy is predominately oral, though operational commitment to this philosophy varies from school to school. There is, however, a strong group in support of the use and development of total communication for instructional purposes. This method is supported by the Ente Nazionale Sordomuti (National Organization for the Deaf) and defined for the purposes of this article as the use of sign language and voice. In most schools that I visited, the use of sign language by the students to communicate with each other was tolerated. The use of signs by the classroom teacher

— *continued on next page*

ASIA
EUROPA
ITALIA
Josephine Diagonale
NEW YORK
AMERICA

Drawing by Marco Mancinelli,
Scuola Elementare Parificata
di Foniatria, Rome, Italy

Observations in Italy . . .

in some institutions seemed to depend upon personal philosophy. In only two schools was total communication officially used, and the teachers I observed here signed with greater clarity and attempted to follow the grammatical structure of the verbal language rather than the spatial structure of the Italian parallel to our Ameslan. An interesting communication component of both the oral and sign language is that group of gestures that Italians traditionally use as a supplement to and a commentary on their verbal message. Most oralists used these Italian culture-based gestures in their communication with the deaf; however, they so exaggerated and extended them that these signs, rather than the spoken word, carried the major load of the message. Those who used total communication employed these traditional gestures much as any Italian hearing speaker would.

School is obligatory for all Italians until the age of fourteen; this usually coincides with graduation from the middle school (equivalent to our grades 6,7,8). The grade levels include pre-school, five years of elementary school, three years of middle school, four years of high school, and then the University. For the deaf child, the pre-school and elementary years concentrate on "demutizing" him -- giving him speech and language. In many schools, the elementary years for the deaf have traditionally been doubled so that a deaf student might be fourteen or fifteen years old, minimally, when he graduates from elementary school.

There are three state schools for the deaf in Italy and a large number of day and residential schools under private and special government auspices (i.e. such as the Ente Nazionale Sordomuti, the National Organization for the Deaf). There is one state accredited vocational and technical school for the deaf, which, however, accepts males only, and one high school for the deaf. Deaf youngsters who wish for secondary education can choose to attend the Istituto Professionale di State per L'Industria e L'Artigianato: A. Magarotto, Rome (if they are male), or the Istituto di Studi Superiori per Sordomuti: A. Magarotto, Padua; or any hearing high school that will accept them.

Judging from the people that I met and talked to, job opportunity for the deaf seems to concentrate in domestic and janitorial work, skilled labor (for example, mechanics, machine operators, artisans, dental lab technicians), work in government offices and nationalized industries and institutions, and in teaching. A certain percentage of civil service positions at the local and national level are allotted to the handicapped. The job market for the deaf, of course, is greatly affected by the present economic and sociological situation of the country.

Both the workers with the deaf and the deaf students and adults that I met were very curious about their peers here in the United States and all expressed the desire and hope for greater communication and sharing. They were especially interested in acquiring printed material and in having personal contact through informal visits and formal exchange programs.

For anyone interested in further information, Ms. Diagonale has a report on the schools, organizations, and clubs for the deaf that she visited. This report is available upon request from the Office of Public Information, Pre-College Programs, Gallaudet.

-- Josephine C. Diagonale

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U.S.O.E. Aide Reports on P.L. 94-142

The purpose of the Education for All Handicapped Children Act (P.L. 94-142) is twofold, according to Thomas Irvin, Policy and Procedure Officer in the U.S. Office of Education Bureau of Education for the Handicapped.

First, the law aims to provide an education for every handicapped child -- and there are hundreds of such children who presently are not in any type of school, Irvin said.

Second, the law aims to provide each of those handicapped children with an education tailored to his or her needs in the least restrictive environment possible.

Irvin addressed a workshop session of the annual Regional Educators' of the Deaf Meeting held this year on October 15 at Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, which constitute the Pre-College Programs of Gallaudet College.

Many of those at Irvin's workshop were administrators of schools for the deaf, concerned about the futures of their students and programs in the context of today's emphasis on mainstreaming handicapped children.

While Irvin assured them that USOE understands the need for special programs and institutions for many handicapped students, he also cautioned them to think in terms of integrating their deaf students into programs with the hearing, where appropriate.

He quoted from the preliminary concept statement developed by the Conference of Executives of American Schools for the Deaf (CEASD) on the issue of least restrictive environment in stating that "administrative convenience" is insufficient reason for mainstreaming handicapped children — and for not mainstreaming them, [illegible] added.

Irvin called the CEASD statement "the most rational and eloquent stat[illegible]n least restrictive environment" t[illegible]s read.

Of P.L. 94-142 itself, [illegible] said: "It's basically a civil rights l[illegible] shows in a resounding sense the commi[illegible] of Congress to education for the handicapped."

Because it is a civil rights law, not even those few communities which might be willing to forfeit their federal education monies in order to obey the law will be able to ignore P.L. 94-142 because its implementation will be monitored by civil rights as well as federal education authorities, Irvin said.

The law mandates a "free, appropriate public education" for all handicapped children between the ages of three and 18 years by the 1978 school year and for persons between the ages of three and 21 years by 1980. Children between the ages of three and five and young adults between the ages of 18 and 21 may be excluded from the provisions of the law if it conflicts with state law or a court order.

The law guarantees the right to education in a private school if the child is placed there by the public school system. Irvin added that local education agencies (LEAs) may be more reluctant with the passage of P.L. 94-142 to place children in private institutions because now the agencies will have to pick up the full tab of the private school whereas previously the tab often was split between LEA and state education agency (SEA).

The Act also requires that an individual education plan (IEP) be prepared for each handicapped child in consultation with the child's parent, guardian, or court-appointed surrogate parent. Irvin added that there may be developed a form to be filled out by the parent saying he or she received notification of the IEP planning session, which would cover schools in those cases where parents don't show up for the planning session or refuse to attend it.

Each IEP should be reviewed annually, Irvin said, adding that it should not be considered a binding contract upon the teacher or institution -- "the Congress didn't intent this as a threat" -- but as a statement of goals that may or may not prove to be realistic and attainable.

In summing up, Irvin said, "We want to minimally regulate" the Act, at least at the outset of its implementation. Therefore, he said, he had to be necessarily vague in answering some nitty-gritty questions about whether students could cross state lines for schooling, who would pay for diagnostic testing costs, and whether parents could ignore the child's handicap and force the child to be educated contradictory to the recommendations of the school.

Irvin urged the workshop participants to check the Federal Register which soon will publish the final draft of the regulations for P.L. 94-142 and to comment on them to USOE.

-- Jeannie Cross
Office of Public Information

From the MSSD Course Catalog . . .

Science

With the exception of the Chemistry courses, all science classes are held for 45 minutes each day, 5 days a week. The Chemistry classes are held for 60 minutes each day, 5 days a week. The number of weeks listed after each course description is the optimum time for completion of that course.

Me Now (21-001)

A course which focuses on the student himself as a natural point of scientific interest. It includes digestion and circulation; respiration and excretion; movement, support and sensory mechanisms; growth and development. Emphasis is on developing interest in science, discovery skills, and a positive self-image. (18 weeks)

Me and My Environment (21-002)

A student-centered activity program using the inquiry approach to learning science. Stress is placed on the individual's relation to and control over his physical environment. It includes exploration of the immediate environment; energy relationships in the environment; recycling, role of air and water, and ecological tradeoffs; population growth and resources. (18 weeks)

Animals (21-006)

A study of the animal kingdom. This course includes both the invertebrates and the vertebrates with a sequential study beginning with the simple groups and ending with the more advanced ones. (18 weeks)

Plant Study (21-007)

Examples of major plant groups will be presented including algae, fungi, mosses, ferns, conifers, and flowering plants. The structure, function, growth, reproduction, and responses of the higher plants will be emphasized. Use and care of plants in various environments, including the greenhouse, will be included. (9 weeks)

Genetics (21-008)

A study of the causes of the similarities and differences in related organisms. Three main sections are the introduction to Mendelian genetics, cellular genetics, and gene activity in individuals and population. (18 weeks)

Human Biology (21-009)

In this course, the students will study the human body starting with its cellular structure and leading to the study of the 10 systems. It emphasizes the structure and function of each system. (18 weeks) This course replaces the course called "The Human Body."

Chemistry I "Scientific Procedures" (21-020)

A laboratory oriented introduction to concepts basic to the study of chemistry. Techniques of measurement and scientific observations are stressed. (9 weeks)

Chemistry II " Physical Properties" (21-021)

A laboratory oriented study of several physical properties such as density, solubility, freezing point and boiling point. Prerequisite: Chemistry I. (9 weeks)

Chemistry III "Matter" (21-022)

A study of the kinetic molecular theory and its effect on the physical and chemical properties of matter. The course has laboratory activities but is more abstract in its concepts and skills than Chemistry I and II. Prerequisite: Chemistry II. (9 weeks)

Chemistry IV "Atomic Theory" (21-023)

A theoretical attempt to develop one or more atomic models. These models are applied to the analysis of chemical reactions. Prerequisite: Chemistry II and III. (9 weeks)

Geology (21-040)

A study of the surface features of the land with an emphasis on mountains, midlands and the seashore. The Earth's structure and the formation and nature of rocks are also studied. (18 weeks)

Environmental Studies (21-041)

The nature of the present crisis in our environment is studied and the factors causing the crisis. The student is considered as a possible contributor to the problem and ways of improving the environment are discussed. (9 weeks) This course was formerly called "Environmental Crisis."

Measurement (21-042)

The course will deal with scientific measurement. Linear distance, area, liquid and solid volume, mass, temperature, direction, time and angles will be covered. Involvement in estimating, predicting, presenting and analyzing data, controlling variables, and setting up experiments will be stressed. (9 weeks) This course was formerly called "Introduction to Metric Measurement."

Weather (21-043)

A course designed to study the Sun-Earth relationships, and air, pressure, humidity, wind, clouds, rain and fronts as they relate to the weather. Prerequisite: Measurement. (18 weeks)

The Mini-School

1. Nature of the program

The mini-school was a two-year experimental program involving an interdisciplinary team of four teachers (Social Studies, English, Math and Communications), a Vocational counselor, and a coordinator. The curriculum is planned around a set of six themes. All of the content subjects are taught as they relate to the themes.

2. Program Contents

The curriculum is divided into six units each of which has a theme and an underlying generalization.

I. Humanself
Man has a unique indentity which differentiates him from other living things and from other members of his species.

II. Communities/Families
While people are individuals, they are also members of more than one group. These individuals and groups are interdependent on each other for satisfying needs, influencing behavior and effecting change.

III. People and the Environment
There is a constant interaction and reaction between man and his physical

— *continued on next page*

From the MSSD Course Catalog . . .

environment; how man uses the environment will determine what the future will be like.

IV. Government
Governments are formed to satisfy society's needs.

V. Culture
Culture is man's way of living; how man makes decisions and what decisions man makes are influenced by his culture.

VI. Change
Man's way of living is not static; changes occur in every facet of man's living and are effected both by man and his environment

3. Each unit takes approximately twelve weeks. The students are in the program from fifteen to seventeen hours per week.

4. The students also take elective subjects, science and P.E. in the regular program. They have at least an hour per week of group interaction/counseling. In addition, the following skills classes are offered: Basic Arithmatic; Algebra I; Math language; Language arts; Structured writing.

Regional Educators' Meeting

A total of 347 educators from nine states, the District of Columbia, and Sweden attended the October 15 Regional Educators' Meeting hosted this year by the Pre-College Programs of Gallaudet College.

They were joined by some 200 staff members of the Model Secondary School for the Deaf (MSSD) and the Kendall Demonstration Elementary School (KDES), which constitute Pre-College Programs, for workshops on topics ranging from Audiological Standards and Services to Work Study.

Also on the day-long program were tours of the two national demonstration schools, including the newly-opened academic building for MSSD - a building which is a radical departure from many schools for the deaf in its architectural emphasis on open space.

The visitors came from state, private, and public schools and universities in Maryland, Virginia, West Virginia, Delaware, Pennsylvania, New Jersey, Texas, New Mexico, Ohio, the District of Columbia, and Sweden.

In addressing the visitors at the outset of the day, Dr. Edward C. Merrill Jr., president of Gallaudet, said he hoped the educators would discover a "sense of ownership" of the two schools, which are federally funded facilities charged with testing, developing, and disseminating educational models and materials for use by programs for the deaf across the U.S.

With only three exceptions, all of the day's 21 workshop sessions involved dissemination of some of the experiences of Pre-College Programs in meeting this mandate. One of the workshops addressed the specific issue of dissemination, with Dr. Doin Hicks, Dean of Pre-College Programs, and Dr. Mervin Garretson, his assistant for long-range planning and dissemination, explaining the role of Pre-College Programs in educational change and development.

The other workshop topics included: open education through learning centers and variations on team teaching, individualizing reading instruction, cognitive development through games and activities, educational technology, interpersonal communication, parent involvement, student guidance and counseling, career education, total communication, and speech for the hearing-impaired. There also were workshops tailored specifically for science teachers and home economics teachers.

In the three workshops not presented by Pre-College Programs staff, Dr. Allen Phelps from the U.S. Office of Education (USOE) discussed vocational education; Aram Terzian and Betty Broecker of the Community College of Philadelphia, Shirley Glassman of the Pennsylvania School for the Deaf, and Al Pimentel of Gallaudet explained some experimental activities they have developed in teletype communication; and Thomas Irvin, Policy and Procedure Officer in the Bureau of Education for the Handicapped in USOE, examined aspects of Public Law 94-142, the Education for All Handicapped Children Act.

An annual event, the Regional Educators of the Deaf Meeting draws faculty and staff of programs for the deaf from primarily East Coast states. Next year's meeting will be at the Marie H. Katzenbach School for the Deaf.

KDES Creates New Curriculum Guide

A new curriculum guide has recently been put into use for a trial period of one year at the Kendall Demonstration Elementary School. Introduced at the fall faculty orientation, the guide represents the latest in a series of developmental steps aimed toward the design of a complete educational program for the school. This curriculum guide expands on the concepts of an original program developed by James Leland Clack which included Basic Skills, Required Skills and Content. To this program have been added objectives from several other sources, including Project PLAN, Westinghouse Learning Corporation.

Based on the premise that many excellent materials already in existence can be adapted for use with hearing-impaired students, and that the more urgent need is for a clear delineation of the specific steps involved in the learning process, the guide assists the teacher in setting up a well-ordered plan of progression in each of three major developmental areas:

- a functional curriculum, concerned with developmental skills;
- an academic curriculum, which concentrates on information;
- a socio-economic curriculum, which deals with attitudes.

Each of these curricula is, in turn, subdivided. Within the functional area, for example, are grouped (1) motor activities, which involve the muscles of the body; (2) perceptual activities, which relate to interpretation of sensory information; and (3) activities related to cognitive development, which have to do with the human capacity to think and reason. Included in the academic curriculum are sections dealing with language arts, mathematics, science, and social science. The three parts of the socio-emotional curriculum are concerned with the way the student relates to self to peers, and to society in general.

Behavioral objectives have been written for each of these ten sub-groups, showing the levels of development through which the student will be guided. These objectives have been sequenced into visual charts, to symbolize their ladder-like progression. As a child climbs one of these ladders, his/her progress is noted by coloring in the dots on the appropriate chart in an ascending pattern

The charts are a pictorial representation of the objectives-network, and show graphically how different skills are inter-related and interdependent. Illustrated here is a section of the second level of the Language Arts chart. Each box represents a topic in a "Content Area", and each circle in the box represents a specific objective along the way toward the completion of that topic.

Entry to any topic must be at the lowest point on that ladder. However, at certain points along the ladder, the teacher may elect to proceed to other topics, which may then be pursued simultaneously. For example, as shown in the illustration, after the first three objectives for creative writing have been achieved, the teacher may choose to

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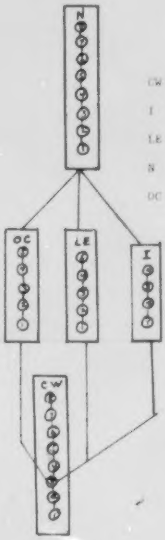

LANGUAGE ARTS 2

CW - Creative Writing
I - Interviewing
LE - Letter Writing
N - Newspaper
OC - Original Composition

KDES Curriculum Guide . . .

proceed to original composition, letter writing, or interviewing, at the same time continuing through the remaining objectives in the creative writing box. The newspaper topic may only be started after all the other topics have been completed. Boxes on the same horizontal level may be worked on at the same time, but directional lines show options for moving from one topic to another. It must be remembered that the topics illustrated in the accompanying chart will have been preceded by all the skills of the first level of Language Arts, including left-to-right, auditory, expressive, vocabulary, reading, and writing.

Records will be kept for each student, showing his/her progress through the network in every area of every subsection. Since there are many areas in each subsection, this means extensive record-keeping. The records will provide a visual picture of the child's achievements, so that it will be immediately evident at any time exactly to what point the child has advanced. Only with such detailed record-keeping can adequate evaluation and effective accountability be achieved.

What the curriculum guide provides is a collection of desired outcomes which might be compared to a road atlas, showing many possible routes that could be taken to get from here to there. Some teachers may choose the scenic, roundabout route, with enrichment stops along the way; while others feeling a need to stick to well-traveled roads in the interest of safety and time, may head straight for the endpoint by the most direct route. There is, therefore, a degree of freedom and individuality within the framework of the guide. While providing basic directional signposts for the teacher, based on principles of child development, the guide also leaves room for creativity and innovation on the part of the teacher, through such avenues as the imaginative use of materials and activities.

LANGUAGE
ARTS
2

Of key importance to the success of the plan are (1) the networks, (2) the records, and (3) the materials and activities file. The networks have been established and will be tested during this year of classroom use. The records are to be kept by the respective teachers. The materials and activities file will incorporate not only those commercially-produced teaching tools used in achieving an objective, but will also include any teacher-made materials which are created during the course of the year. Kendall's Materials Resource Center will maintain a file system, cataloguing each of the new guide's 1,500 objectives, so as to make available to the teachers all of the information and materials gathered through use and experimentation.

The Kendall Curriculum Guide is, at this time, a prototype to be tested in-house this year. Information gleaned from its use will be used in modifying it and perfecting it, so that it might eventually become adaptable for use by other programs. The development of such new materials is one of the commitments of the school under its charter as a publicly-funded demonstration school under the terms of P. L. 91-587.

-- Carl Kirchner

Pre-College Programs
Gallaudet College

Kendall Green
Washington, D.C. 20002

Gallaudet College is an equal opportunity employer and does not discriminate on the basis of sex in any of the educational programs or activities which it operates.

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Pre-College Programs
Perspectives

Issue Eight. November, 1976.

Kendall Demonstration Elementary School
Model Secondary School for the Deaf

Gallaudet College, Washington, D.C.

Audiological Services At KDES

Take 175 hearing-impaired children, an almost equal number of hearing aids, two audiologists, and an electronics technician. Mix well in an urban school program; season generously with total communication, group amplification, speech therapy, and auditory training. Allow to simmer in an environment of love and understanding, stirring frequently.

The above is a recipe for the KDES audiological services, one of the important components of the school's Division of Student and Family Services. If one thinks of the instructional program as the entree, or main course, offered by the school, then the additional services might be thought of as the side dishes, garnishes, appetizers, and desserts that result in a well-balanced and palatable program. The services of the audiology department provide a vital part of this balance.

Inherent in the philosophy of "total communication" is the development of residual hearing through auditory training, utilizing both individual and group amplification. Accordingly, each child at KDES is appropriately fitted with a personal hearing aid, suited to the particular needs indicated by audiological test information and classroom observation. These aids, recommended by the school audiologists after careful testing to determine maximum gain and optimal suitability, are individually purchased from local dealers, usually with financial assistance provided by Crippled Children's Services and other local health agencies. In addition, several KDES classrooms are equipped with group amplification systems which are, in particular teaching situations, more advantageous for auditory training than individual aids.

Four main functions make up the testing program carried on continuously by the school's two audiologists.

(1) Complete audiological evaluations are performed for every child, according to an established set of criteria. These criteria require that such evaluations for preschool children be made as often as necessary to

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Audiological Services . . .

obtain adequate diagnostic and prognostic information. Children in the age range of 5 to 10 are evaluated at least once a year, and more frequently if ENT status or nature of hearing impairment show that additional testing is indicated. Older children are evaluated at least once every two years, or as needed. Two fully-equipped on-site testing suites are available for the testing, and the audiologists plan schedules to facilitate the operations.

(2) A determination of the most appropriate amplification for each student is reached through hearing aid tests and observation of the child in the classroom setting. Recommendation is made to the parents for purchase, along with counseling for the parents in the importance, use, care, and maintenance of the aid.

(3) An ear-nose-throat clinic is conducted every two weeks at the school, with a consultant ENT specialist examining 15 to 20 children each clinic day. The audiologists schedule these examinations, write reports for the teachers and parents, and follow through with necessary counseling if treatment is prescribed.

(4) In the admissions procedure for new students, the audiologists take a medical history, do an audiological evaluation, and participate in an intake conference with other staff.

Beyond the testing function, the audiologists are currently developing a diagnostic profile form for the teachers' use, which will readily provide information on the auditory status of individual children, assist teachers in interpreting audiograms and knowing what responses to expect, and help them to select the proper communication modalities and teaching methodologies for each child.

Each day begins with a check of every child's hearing aid, conducted by teachers, with monitoring and assistance from the audiologists. Any hearing aid found to be malfunctioning is taken immediately to the electronics technician for testing and repair. Usually the repairs can be completed the same day, and the aid returned within hours. When a more serious problem occurs, requiring a longer repair or replacement period, a loaner aid is provided until the child's own aid can be returned. Thus, in theory at least, the child never needs to be without amplification for as much as one full day.

Classroom teachers often need indoctrination in the importance of using group amplification, as well as training in its use. At KDES, many different models of auditory equipment have been tried, with a view toward objective comparison and recommendation for future purchase. At present, the system being used in most of the self contained rooms is an FM radio system which requires a loop and utilizes the child's own hearing aid, together with an FM adaptor. This system has both advantages and disadvantages. On the one hand, for example, it reenforces the child's use of the personal aid; but on the other hand, because of its dependence on the loop, it cannot be used outside the classroom. A loopless FM system has also been used with good results. Its main drawback is that it requires the use of a receiver other than the child's own aid. However, the ease of use, especially on field trips, and the simplicity of care and maintenance make this type of trainer very useful and attractive. Purchase of this system is being considered for certain classrooms.

Arthur Boothroyd, director of research at Clarke School for the Deaf, in his manual titled "Auditory Training," has defined that process as "the structuring of an individual's environment to facilitate the development and use of sound perception." This "structuring" of which he speaks includes such ideas as the use of amplification, participation in exercises to develop and sharpen residual hearing, providing practice in perception by hearing alone, drawing attention to meaningful sounds, and using sound for warning and arousal. In other words, auditory training is conceived of, not as a group of discrimination exercises, but rather as the application of an attitude and philosophy to the whole of a deaf child's life and environment. Kendall continues to strive toward reaching these goals.

At this point in the growth of Kendall as a demonstration school, many of its programs are still in a developmental stage, and will continue to be expanded and changed as additional funds, equipment, and personnel become available. This description of the audiological services represents the school's efforts to meet the model audiology guidelines for schools for the deaf, as adopted by the Joint Committee on Audiology and Education of the Deaf of ASHA and CEASD.

--Evelyn Cherow Skalka and Jean Moore

Pre-College Participates At ASHA

A number of staff members from the Pre-College Programs participated in the exhibits and programs of the 1976 annual convention of the American Speech and Hearing Association (ASHA) in Houston from November 19-24.

Sandy Hart, speech instructor at KDES and Don Mahoney, KDES Middle School teacher, staffed an educational exhibit prepared by themselves, Fani Brown-Miller, and Yetti Sinnreich. Ms. Brown-Miller is KDES learning specialist, and Ms. Sinnreich is also a Middle School teacher.

The exhibit showed aspects of the "Multimedia Classroom Center for Survival Vocabulary through Speechreading and Auditory Training" established by the four at KDES.

In addition, Jay Diamant, a teacher and curriculum specialist at MSSD collaborated with Dr. Walter J. Beaupre, professor of speech at the University of Rhode Island, and Dr. R. Orin Cornett, research professor and director of the Office of Cued Speech Programs at Gallaudet College, in presenting a two-part "short course" on Cued Speech.

The KDES exhibit included videotapes prepared at the school "starring" KDES students, parents, and staff. It also included language masters. The tapes and masters are the main materials of the survival vocabulary learning center, which is being used by students aged 7 to 14 years.

The survival vocabulary itself includes such words as "yes," "no," "help," "I'm sorry," and excuse me." The purpose of the program is to enable deaf youngsters to both speechread and clearly speak these common and important words.

Each videotape depicts a typical situation in which a specific word or phrase may be used, then zooms in on the person saying the word in order to show clearly what the word looks like on the lips.

The language offer visual depictions of additional situations--three or four for each particular word or phrase--and are used by the students in matching words to situations.

The Cued Speech short course provided an overview of this method of speech training. The first part of the course, "An Oral/Visual Alternative for Deaf Children" presented the rationale and discussed the implementation of Cued Speech in 22 languages and various schools for the deaf. Cornett, the inventor of Cued Speech, demonstrated the hand positions and shapes used to cue spoken syllables, words, and phrases. The primary emphasis in this first part of the course was the acquisition by participants of cueing skills.

During the second part, the participants practiced their cueing skills and suggestions were made for further improvement and for the use of cueing in education of the deaf.

Diamant also made a presentation on "Creating Interest Among Deaf Teenagers in Speech and Auditory Development: A Successful Classroom Application for Cued Speech." He explained how MSSD students may elect to develop their speech skills by imitating the singing or recitation of a popular song or poem of their choice.

The student views a pre-recorded video tape in which an ideal rendition of the song or poem is presented, then practices along with it until ready to record a "take" of his or her own, thereby demonstrating his/her proficiency.

The process aids students in pronunciation, rhythm, stress, vocabulary, and idioms and keeps student interest high.

---Jeannie Cross
Office of Public Information

From the MSSD Course Catalog . . .

Physical Education

Physical Education (20-001)

A single course taken over a period of four years. Instruction and practice in individual and team sports. Basic and advanced skills taught, according to student's physical fitness. (2 hours per week)

Health and Sex (20-101)

This course discusses physical growth in general terms, changes that occur during adolescence and heredity. It gives an overview of the male and female reproductive systems, and discusses pregnancy and growth of the fetus, contraception, and venereal disease. Moral responsibility and clarification of values are included. (18 weeks, 1½ hours per week)

Drugs (20-102)

This course discusses basic human needs, classifies chemical substances that can change moods and behavior, demonstrates the benefits as well as the harmful effects of drugs on the body and mind and identifies some of the influences that affect people's decisions to use or abuse drugs.

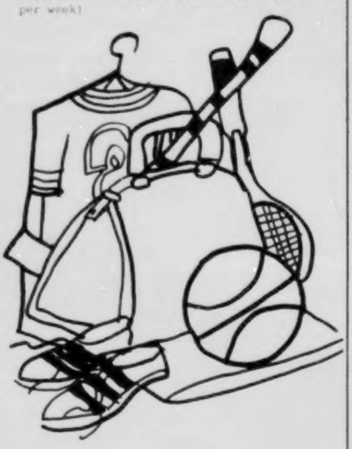
Student should have some knowledge of the functions of body systems. (9 weeks, 1½ hours per week)

Spectator Sports (20-201)

Education in the observation of sports events. Instruction in terms, rules, techniques. (Purpose is to increase enjoyment as spectators, not to teach performance.) Considerable emphasis on learning vocabulary. Content varies with season of year. Fall term: football, soccer, box lacrosse, rugby. Winter term: ice hockey, basketball, bowling, winter olympics. Spring term: baseball, track and field, boxing. Summer term: golf, tennis, horse racing. (9 weeks, 1½ hours per week)

Driver Education (20-301)

Instruction, simulation, and actual on-the-road training in operating a motor vehicle. The instruction consists of discussion, reading assignments, and film, all directed to the development of skills and behaviors necessary for safe driving. The simulation and on-the-road driving provide the opportunity for the application of those skills and behaviors. (18 weeks, 5 hours per week)



Off-Campus Studies

Orientation to Off-Campus Study (19-000)

A values clarification course:

A. to help students understand their deafness and compensate for it as related to their future roles in the labor market;

B. to acquaint students with occupations of their parents; Off-Campus Study's Code of Ethics; and the significance of Student-Trainee Evaluation Reports from Off-Campus Study work station employers.

C. to begin work-study experiences.

(18 weeks, 45 minutes per week)

Preparing for the World of Work (19-001)

This course is offered to seniors during their final year. It deals with the meaning of work and appraising one's interests, abilities, aptitudes, values and personality. Occupational fields are explored to determine appropriateness to the individual. Emphasis is put on how to locate, apply for and progress on a job which will lead to long range goals. Employer-employee relationships and getting along with hearing people, both on and off the job, are also covered. (27 weeks, 1½ hours per week)

Work Study Program (19-100)

Actual hands-on-exposure and experience in various business, industry and government agencies, one or more days a week and/or full-time during the summer quinmester.

For all students, college as well as non-college bound, at some point or points during their educational stay at MSSD.

The work study program has been working toward an evolution of the existing program over the past fiscal year. The work study team has been inbolved in philosophies of the work study program, to include the current change in concept of work study throughout the country. These changes are designed to maximize each student's individual potentialities within the framework of the world of work. To this end the work study program will:

1. Shift its emphasis from an employment service to a comprehensive educational work experience program. It is designed to enhance the student's ability in decision making, in choosing a career that will meet his needs.
   It is our hope that this will provide him with the educational background and job experience necessary to constantly make these mature career choices he will face throughout a lifetime of changing vocational priorities. The student will acquire the knowledge and self-awareness necessary to enable him to make these decisions without fear of having to stay put in one job for his entire life.
2. Utilize those programs already existing within the school and its community to minimize overlap and redundancy.
3. Provide a bridge in the students maturation process between the world of education and the world of work within the community.
4. Expand and update the curriculum of the classroom instruction in the work study courses to reflect these changes in philosophy.
5. Aid in the development of the student's positive self-concept by creating work stations that will enable the student to gradually assume more vocational independence and responsibility.
6. Provide travel training in appropriate situations.

MSSD Athletic/Coaches Council

In an effort to assist in the planning of the emerging athletic programs at MSSD, two councils have been established, the Athletic Council and the Coaches Council.

The Athletic Council is responsible to the Director of the Division of Instruction and is chaired by the Area Coordinator for Athletics. The Council is responsible for the establishment of athletic policies for MSSD in order to give the athletic program proper direction in the educational environment. Two teachers, two students, one alumnus, one dormitory advisor and one public information officer serve on the Council.

The Coaches Council is composed of all of the coaches currently active in athletics. The primary responsibility of this group is the maintenance of the existing athletic programs and policies. Problems that face coaches on a day-to-day basis such as practice and game facilities, budget, player discipline, and others are discussed and attempts made to resolve them at the meeting.

-- John Kubis

O.E. Awards $57,000 To ASSA

The American Association of School Administrators (AASA) has received a $57,000 grant from the U. S. Office of Education to assist in implementation and administrative understanding of P. L. 94-142 (Education for All Handicapped Children Act of 1975). The contract covers a span of 12 months.

Specifically, the AASA will establish a study group on the handicapped and implications for school administration; develop a handbook for distribution to local administrators throughout the nation which will explain and clarify the law in a concise manner; assemble and distribute to all superintendents a set of approved sample policies and procedures to guide administrators in the development of local regulations; conduct 10 two-day regional meetings across the nation to share successes and exchange information on programming for the handicapped; secure broad involvement of handicapped individuals and interest groups at the AASA national convention and regional meetings, and on committees of the association; develop a referral capacity whereby handicapped candidates qualified for administrative positions may be identified and promoted, and increase both the human and information resources base of the National Academy for School Executives in planning programs to address the concerns of the handicapped.

Activities and other relevant information to this project will be reported regularly in the monthly publication of the AASA--The School Administrator. (Note: Pre-College Programs has offered their resources and contacts in the area of hearing impairment to the leaders of the project team.)

Section 504, Rehabilitation Act Of 1973

A civil rights backstop to Public Law 94-142, Education of All Handicapped Children Act of 1975, Section 504 of the Rehabilitation Act of 1973 stipulates that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

In effect Section 504 extends to the handicapped the same civil rights protection previously legislated against racial and sex discrimination. An estimated 25,000,000 Americans are covered by this act which has a number of similarities and overlapping provisions with P.L. 94-142. The law defines a handicapped person as any person who

a. has a physical or mental impairment which substantially limits one or more of such person's major life activities such as hearing, speaking, seeing, performing manual tasks, walking, learning, or working. Physical or mental handicaps would include such diseases as cancer, diabetes, and epilepsy, as well as alcohol and drug addiction.

b. has a record of being handicapped--for example, someone with a history of mental or emotional illness or heart disease. A person who has been misclassified as handicapped is also protected, such as a person who has been misclassified as mentally retarded.

c. is regarded as having a handicap--for example, someone with a limp or a disfiguring scar.

This law applies to any programs or activity such as a school, hospital, or health clinic which receives federal funds through the Department of Health, Education and Welfare.

Program accessibility needs to be ensured in order to qualify for federal funding of programs or activities. This would mean removal of architectural barriers, or at least, relocating activities, programs, and classes to accessible buildings within a complex. Existing programs have a maximum of three years to meet these requirements. Deaf persons may be seeking to have this regulation interpreted also in terms of communication barriers, such as teletype phone installations, and the like. No employer may refuse to hire a handicapped person on the grounds of inaccessibility.

Anti-discriminatory provisions of Section 504 are not limited to initial job entry, but cover the entire spectrum of recruitment, hiring, firing, and promotions. Pre-employment tests given to applicants must measure only the skills necessary for performing a particular job. Unrelated skills, such as hearing or sight should not be measured by these tests if the job in question can be done without them.

The Department of Health, Education and Welfare views this law as complex and difficult to administer--particularly with regard to the dilemma of "the need to weigh competing equities." For example, when challenging race or sex discrimination, identical treatment was the goal. But for the handicapped, "identical treatment may in fact constitute discrimination," according to HEW Secretary Mathews.

Copies of the proposed regulation may be obtained by writing

Director, Office for Civil Rights
Department of Health, Education
and Welfare
P. O. Box 1909
Washington, D. C. 20013

Share With Us . . .

Pre-College Programs Perspectives has for its target audience: teachers, coordinators and administrators, university teacher preparation centers, and professionals in auxiliary fields.

With the recognition that innovation does not fall within the particular province of any single program, we invite your input, suggestions, and a sharing of your findings with the rest of the educational field.

Please regard this newsletter as a stimulus rather than an end in itself. We are hopeful that Pre-College Programs Perspectives will initiate a communication link with schools, programs, and colleagues which will be useful and generative.

Pre-College Staff-Lines

ROBERT R. DAVILA--Director, KDES...BA, Gallaudet; MS, City University of New York; Ph.D., Syracuse...formerly associate professor of education, Gallaudet...taught at the New York School for the Deaf, White Plains, and later served as supervisor of the elementary school there...currently president of the Convention of American Instructors of the Deaf, past president of Deafness, Speech and Hearing Publications, Inc.

CHERYL PETTY--MSSD research and evaluation aide...BS, Maryland; continuing MA program at Maryland...previously held secretarial positions with the D.C. Bureau of Prisons, United Way for Greater Los Angeles area, and others while a college undergraduate.

DEBORAH LEE SINCLAIR--KDES primary department program supervisor...BA, University of California at Riverside; M.Ed., Arizona ...came to us from the Phoenix Day School for the Deaf where she taught, served as a parent education specialist, and supervisor of the preschool and primary programs... previously taught and assisted with research at the California School for the Deaf, Riverside...has taught sign language and emceed a weekly TV program for the deaf.

MARAL TAYLOR---MSSD speech pathologist... BA, Pittsburgh; MA, Temple...active in outdoor education...with a diagnostic evaluation program for new students...previously served as a speech therapist in the program for the hearing-impaired, Philadelphia public school system.

GLENDA ENNIS--resident advisor at MSSD... BA, MA, Gallaudet...previous experience includes service as secretary/research assistant for the National Association of the Deaf, and clerical assistant in MSSD'S Division of Developmental Education.

KATHRYN P. MEADOW--KDES Director of Research and Dissemination...BA, Denison Univ.; MA, Chicago; Ph.D., California... recipient of numerous awards and honors, including listing in *Who's Who in the West* ...most recent position was research director in mental health services for the deaf at the Langley Porter Neuropsychiatric Institute, and as associate adjunct professor of sociology, University of California...has co-authored two books, including *Sound and Sign* with Hilde Schlesinger, and has a third book ready for publication.

BEVERLY CHEWNING--MSSD speech pathologist BA, Mary Washington; MA, Virginia...after serving in the Communications Department for three years, became a member of the Mini-school experiment research team...has now returned to individual and small group speech therapy.

JOHN F. SPELLMAN--KDES Middle School Program Supervisor...BA, Gallaudet; M.Ed., Rhode Island College; MA, California State University, Northridge...taught six years at the Minnesota School for the Deaf, leaving to become an architectural draftsman in Bridgeport, Connecticut...returned to teaching at the Rhode Island School for the Deaf, then ended up as Director of Adult Services for the school.

Pre-College Programs
Gallaudet College

Kendall Green
Washington, D.C. 20002

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GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

KENDALL DEMONSTRATION
ELEMENTARY SCHOOL

October 1, 1976

MEMO TO: Interested Persons

FROM: Judith LeNard
Fani Brown-Miller

SUBJECT: Summary Report of Open Education Workshop, May 9-11, 1976, Gallaudet College

Attached is a copy of the summary report of the Open Education workshop held May 9-11, 1976, under the auspices of the Kendall Demonstration Elementary School. Included with the report is a copy of the agenda and a list of participants.

Also available, in addition to these papers, are the following materials:

- a problem-solving packet, which includes an outline of the general guidelines for groups, the format for reaching solutions, and statements of problems to be solved;
- a summary of notes from the eight workgroups;
- a list of resources (persons and materials) for individualized instruction.

OPEN EDUCTION WORKSHOP
Gallaudet College
May 9-11, 1976

Summary Report

I. Introduction

Teachers and administrators from 13 eastern area schools for the hearing impaired joined with representatives from Kendall Demonstration Elementary School in a problem-solving workshop on open education, held on the Gallaudet College campus May 9-11, 1976, witn Kendall School as host and sponsor. Planned as a follow-up to workshop sessions held in November, 1975, this workshop focused on the theme, "The Roles of the Administrator and the Teacher in an Open Education Program for the Hearing Impaired."

In order to provide as much commonality of experience as possible, and to focus on philosophical and organizational issues, participation in the first workshop had been limited to administrators. To assure continuity in the second workshop, the same administrators were invited to return; but this time, in an effort to widen the perspectives and to provide inter-level dialogue, each administrator was asked to designate a teacher from his/her school to participate as well. By creating this kind of shared experience, the workshop proved to be a living demonstration of the open education processes which it was set up to explore.

Certain basic principles which had evolved from the fall conference became the foundation for the discussions. Simce the persons who had developed these principles were again involved, it was not necessary to start over again; they simply picked up where the earlier meetings had left off. Among the assumptions with which the second workshop began were the following, each of which had been carefully developed through the discussion procedure six months before:

- Open education can take place in any kind of physical plant.
- Open space does not necessarily mean open education.
- Open education may be thought of as a combination of open curriculum and open space.
- It is of extreme importance, but also very difficult, to measure affective skills (interaction, socialization, responsibility, independence, motivation, self-concept).

Teacher competency and preparation, and a dynamic consistent curriculum are two of the most important factors in the success of open education.

People involved with open education must be flexible.

Individualization in open education is not only possible; it is very necessary.

In open education, thorough periodic evaluation must be done. To accomplish this requires adequate and accurate record-keeping.

A full report on the November, 1975, workshop is available, with more complete details of its findings.

Building on these principles, participants were able to move directly into the problem-solving process, without having to spend a lot of valuable time in clarification of concepts, definition of terms, and establishment of common understandings.

Discussions focused on the kinds of problems that can, and often do, arise when a school adopts open education techniques. Designed with the primary objectives of providing a setting for open discussion and sharing among persons committed to the concept of open education, and of developing problem-solving skills which could be used back home, the workshop sessions were arranged so as to give large blocks of time to applying a specific format in working out solutions to problems. Real and hypothetical situations were considered in small groups, and the procedure tested in reaching satisfactory resolutions of the situations. These small groups provided maximum opportunity for individual participation, and carried a built-in provision for teacher-administrator interaction.

The problem-solving package used in these sessions is available, and can be used as a creative tool for group dynamics training. Included in it are guidelines for group discussions, statements of situations to be discussed (i. e., problems to be solved), and an outline for a problem-solving format.

II. How to Ensure Teacher/Administrator Accountability in an Open Education Program

The opening session, which focused on the subject, "Teacher/Administrator Accountability in Open Education," provided a sound basis for the discussions which followed. A panel of presenters discussed accountability from four different perspectives: the administrator's role was examined by a teacher and an administrator; and the teacher's role was examined by a teacher and an administrator. Thus, each participant was helped to understand his/her own role both subjectively and objectively. From these divergent presentations came the broad perspectives on which the ensuing workshop discussions were based. A summary of the roles, as presented by the panel members, is given in the following two paragraphs.

For teachers, the establishment of goals was seen as a necessary first step in becoming accountable. While objective measurements may provide important evaluative information, they can never give a complete picture of accomplishment. A teacher's accountability is not related to the education of the masses, but to the fulfillment of each individual child. Teacher accountability is affected, either for good or for ill, by many variables, and to achieve maximum responsibility for accomplishment of predetermined outcomes, teachers must have knowledge, skills, and experience in a wide variety of areas, ranging from academics to human relations.

Administrator accountability extends to students, to teachers, and ultimately, to parents. In all these relationships, the administrator has an obligation to be open; to keep his/her teachers open; to encourage participation in decision-making; and, above all, to be able to recognize and acknowledge his/her own personal fallibility. In open education, relationships must be horizontal, rather than vertical, so that the administrator will not be seen as a hierarchical overlord. When a school initiates an open education program, the administrators must commit themselves to an acceptance of all that the concept involves, and must give support and approval to changes in routine which may be necessitated by the program.

III. Problem-Solving

For each of the two problem-solving sessions, participants grouped themselves into four discussion units, according to the topics of their own choice. Each group was given a list of problems, real and hypothetical, related to the general subject under discussion within that group. Using certain procedural guidelines and a prescribed design for reaching a solution, each group selected one specific problem situation, and applied the suggested steps to resolve it. A repetition of the entire problem-solving process in a second session gave participants further opportunity to learn and practice the technique, with the ultimate expectation that they could return to their respective schools better equipped to deal with controversy and to resolve problem situations.

Topic areas of discussion and problem-solving included the following:

- Teacher Selection and Placement
- Inservice Training/Staff Development
- Teacher/Administrator Attitudes
- Curriculum Consistency
- Planning Time
- Transition of Students
- Parent Imvolvement
- Evaluation/Record Keeping

Within the parameters of these topics, specific problems were discussed.

Once the group had selected a particular situation toward which to direct its thinking, the members, under the guidance of a leader chosen by the group from within its number, worked their way through a series of steps designed to bring into sharp focus all of the factors involved. After reviewing and restating the situation, the group members examined the problem to determine what, if any, necessary information was lacking, what the real issues were, whether they posed a value conflict, and what were the conditions that had led to the origin and development of the problem. It was hoped that such an objective analysis might be helpful in the prevention of similar situations in the future. Persons and resources affected, and lateral implications of the problem were then identified. Having articulated and concretized this information, the group then set about enumerating the steps to be taken to solve the problem.

Working out of specific solutions to specific problems was the immediate and obvious goal of the problem-solving sessions. However, a greater value to the participants lay in experiencing the process by which this was done. Long after the specifics have been forgotten, the method will be remembered and used. First-hand involvement in the dynamics of group interaction provided a living demonstration to each person of the value of dialogue and openness in dealing with controversy.

A comparison of the findings from the eight discussion groups reveals some interesting similarities. The one ingredient that appears to be indispensable in solving problems is openness on the part of both administrators and teachers. Whether a problem is related to parents, to teachers, or to students; to curriculum, to materials, or to funds; to scheduling, to evaluating, or to training -- it must be regarded basically as a problem of human relations, or of failure to communicate adequately and effectively. The steps which the groups believed to be necessary for satisfactory solution almost invariably involved skills of an interpersonal nature. Although defined in varying phrases ("dialogue", "communicate", "discuss", "involve", "share", "barter", "include", "accept", "encourage", "team", "support", "talk", "participate", "meet"), the emphasis was the same.

A second thread that can be seen running throughout the fabric of the groups' findings is the idea of the centrality of the child, and the concern for the child's welfare that is evident in the solutions to the problems. Even when the problems were stated without reference to students, their effects on the children were noted by the groups, and the solutions were usually directed toward development of optimal environmental conditions for the growth of the individual child.

Another theme that was repeated in many of the groups was the importance of parent involvement. The acknowledgment, development, and utilization of parents as a valuable resource was emphasized by several of the groups, and the need for training and educating parents as reinforcers was mentioned by others.

There appeared to be consensus that some of the problems now common in open education programs may tend to ameliorate, or even to disappear, as the programs become more widely understood and accepted among both parents and educators. It seems likely that some of the age-old problems of education may be resolved by the use of open education, with its emphases on experiential learning, individualization, flexibility, and participation in the learning process. However, because of the heavy demands it places upon teachers in terms of energy and commitment, open education generates new problems.

IV. Teacher Rap/Administrator Rap

While one of the principal objectives of the workshop was to provide a neutral setting for teacher-administrator dialogue, one session was reserved for the two groups to meet separately. Teachers shared insights on many matters of common concern, such as ways of achieving effective individualization, use of contracts, functions of a curriculum, the need for a teacher of handicapped children to have a thorough understanding of development of the "normal" child, the interdisciplinary approach as opposed to the separate-subject approach, and the frequent necessity for justification of classroom performance when visitors drop in at inopportune times.

Administrators discussed individualization, behavior management, and other areas of common interest and concern. Much of their time was spent in sharing names of persons and materials available as resources in individualized instruction. A list of such persons and materials is available.

V. "Where Do We Go From Here?"

During a final "Where Do We Go From Here?" session, ideas for the future were tossed in freely. A spirit of "groupness" had developed among the participants which motivated them to seek ways to establish a continuing fellowship, perhaps as much for personal enrichment as for professional growth. Many interesting, worth-while, and workable suggestions were made, with several schools and individuals volunteering to accept responsibility for implementing them. More information about specifics of this session is available upon request.

Most of the participants were eager to extend the experience of the workshop by:

- a continuation of the communication initiated by these workshops;
- serving as resources to each other and to fellow teachers and administrators;
- a broadening of the number of schools and professionals involved;
- enlarging the scope of the group's concerns.

Regional workshops, teacher exchanges, media exchanges, curriculum sharing, training experiences, consultant services, and a clearing house function were among the ideas which came out of this session as possible future directions the group might go.

The workshop closed with affirmations of the effectiveness and value of the sessions, as well as appreciation for personal contributions on the part of each participant. It was clear again that evaluation sheets could in no way measure the actual value of the sessions to those who participated in them.

AGENDA
OPEN EDUCATION SPRING WORKSHOP
May 9-11, 1976

SUNDAY, MAY 9th

7:30 - 9:30 p.m.

"How to Ensure Teacher/Administrator Accountability in An Open Education Program"

"Teacher Accountability from a Teacher's Perspective"
Mike Kulish, Western Pennsylvania School for the Deaf

"Teacher Accountability from an Administrators Perspective"
Mona McCubbin, Atlanta Area School for the Deaf

"Administrative Accountability from an Administrator's Perspective"
Derm Keohane, The Learning Center for Deaf Children

"Administrative Accountability from a Teacher's Perspective"
Adrienae Robins, Lexington School for the Deaf

General Discussion

9:30 - ?

Hospitality Hour - Holiday Inn

MONDAY, MAY 10th (Cardroom, Student Union Building, Gallaudet College)

8:45 a.m. - 12:00 Noon

Session I

Problem Solving

12:00 Noon - 1:30 p.m.

Lunch On Your Own
Optional Tour of New MSSD Facility and KDES

1:30 - 4:30 p.m.

Session II

Teacher Rap/Administrator Rap

EVENING FREE

AGENDA
OPEN EDUCATION WORKSHOP
May 9-11, 1976
Page 2

TUESDAY, MAY 11th (Cardroom, Student Union Building, Gallaudet College)

8:45 a.m. - 12:00 Noon

Session III

Problem Solving

12:00 Noon - 1:00 p.m.

Luncheon in Cardroom

1:00 - 3:00 p.m.

Closing Session

"Where Do We go From Here?"

PARTICIPANTS
SPRING OPEN EDUCATION WORKSHOP
May 9 - 11, 1976

The American School, at Hartford, for the Deaf, Inc. 139 N. Main Street Hartford, Connecticut 06107	Susan Flinn Administrator Ginger Patridge Teacher
Atlanta Area School for the Deaf 890 N. Indian Creek Drive Clarkston, Georgia 30021	Mona McCubbin Administrator Tippy Hoff Teacher Ann Richards Teacher
Florida School for the Deaf and Blind San Marco Avenue St. Augustine, Florida 32084	Sandra Lunestad Administrator Alice Thaldorf Teacher
The Learning Center for Deaf Children 848 Central Street P.O. Box 2046 Framingham, Massachusetts 17010	Derm Keohane Administrator Christopher Huggins Teacher
Lexington School for the Deaf 75th and 30th Avenue Jackson Heights, New York 11370	Louis Frillman Administrator Adrienne Robins Teacher
Marie H. Katzenbach School for the Deaf Sullivan Way West Trenton, New Jersey 08625	Beverly Smith Administrator Irene Leonardi Teacher
Maryland School for the Deaf Columbia, Maryland 20143	Gertrude Galloway Administrator Sandy Brown Teacher
National Child Research Center 3209 Highland Place, N.W. Washington, D.C.	Terry Vandenbossche Teacher Ann Houston Teacher
North Carolina School for the Deaf Rutherford Road Morganton, North Carolina 28655	Ann Aldridge Administrator Julie Russell Teacher

PARTICIPANTS - SPRING OPEN EDUCATION WORKSHOP
May 9-11, 1976
Page 2

Rhode Island School for the Deaf ---------------- Bruce Godsave
Corliss Park — Administrator
Providence, Rhode Island 02908 — Jerry Dandenaeu
Teacher

Rochester School for the Deaf ------------------- Elsie Herden
1545 St. Paul Street — Administrator
Rochester, New York 14621 — Khonda Farrall
Teacher

Western Pennsylvania School for the Deaf -------- Gary Holman
300 Swissvale Avenue — Administrator
Pittsburgh, Pennsylvania 15218 — Michael Kulish
Teacher

Kendall Demonstration Elementary School --------- Robert Davila
Gallaudet College — Administrator
7th and Florida Avenue, N.E. — Carl Kirchner
Washington, D.C. 20002 — Administrator
Faye Macklin
Administrator
Alda Anderson
Administrator
Rubye Frye
Administrator
Dan Burch
Teacher
Jean Menary
Teacher
Sarah Conner
Teacher
Fani Brown-Miller
Learning Specialist

Model Secondary School for the Deaf ------------- Doin Hicks
Gallaudet College — Administrator
7th and Florida Avenue, N.E. — Michael Denninger
Washington, D.C. 20002 — Administrator

WHERE DO WE GO FROM HERE?

Training for teachers moving into open education. Maybe 2 or 3-weeks summer course. Could KDES sponsor? For credit? (R. I. is having a week following Bell Convention.)

There is a need for a "clearing house" to collect, store, and disseminate information that other schools send in describing their experiences.

Smaller, regional workshops with schools here becoming the regional sponsors.

KDES sponsor off-site workshops (Atlanta, Florida, Western Penna., Framingham, Rhode Island, Rochester).

Future workshops focusing on one specific topic (e.g., inservice training).

Making curriculum development efforts more systematic and unified.

Teacher-exchange program. (Mona McCubbin volunteered that Atlanta will send out letters of inquiry to see if it is a possibility.)

Media information exchange. Development of media file. KDES can develop a list of media materials available.

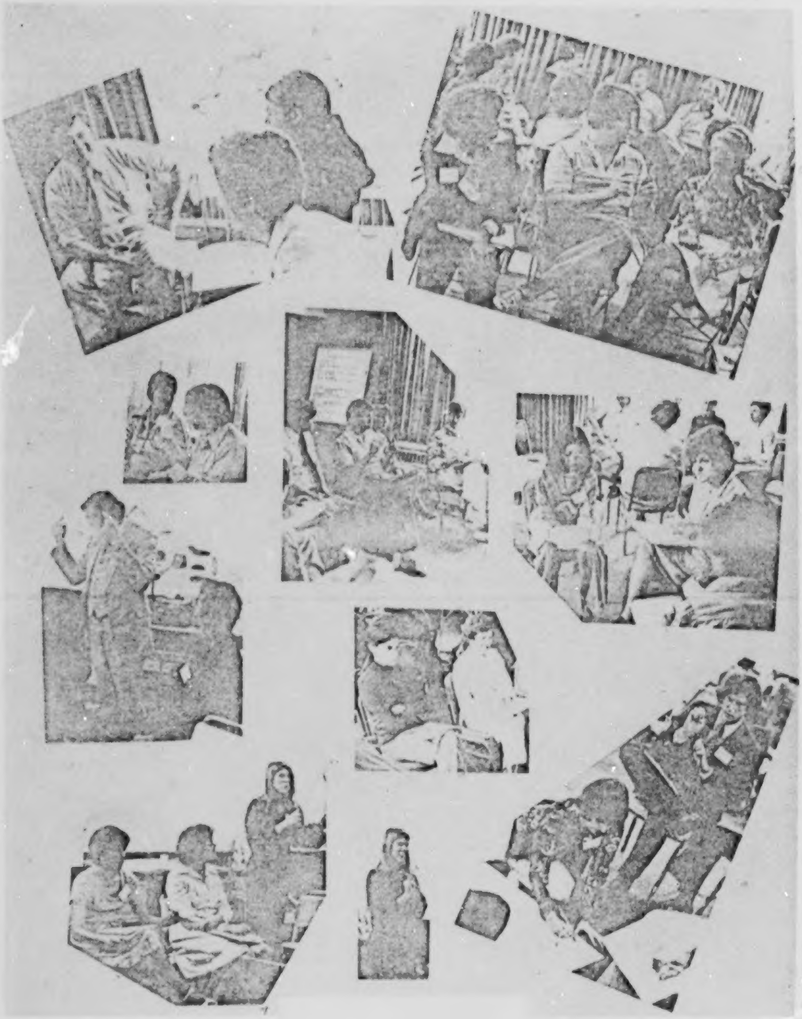
People who have been at this workshop could serve as consultants, going to other schools to speak about open education, asking for no honorarium, but only for transportation costs, assuming meals and lodging would be provided. Bruce Godsave will work on this.

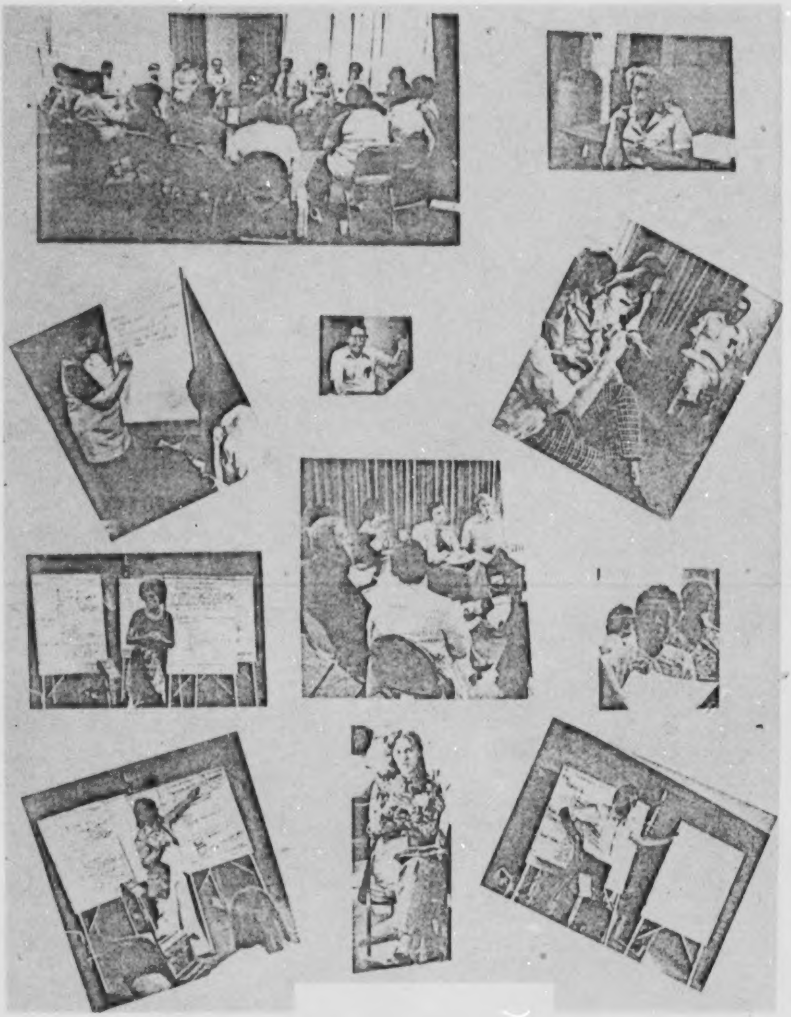
Newsletter among schools represented here. American School for the Deaf assumes responsibility.

Convention presentations.

A working workshop -- i.e., helping teachers to create learning centers, etc.

Learning Center for Deaf Children will take responsibility (except financial) for another workshop. Florida also.





KDES Newsletter

Kendall Demonstration Elementary School

January 1977

Dear Parents:

Happy New Year! It's good to get a fresh start every 365 days, when we can all look forward eagerly to a year full of promise and expectancy. At the same time, it's a good time to look backward and to think about last year's accomplishments. In doing so, we will be able to discover areas where we can make improvements, and thus set objectives for the twelve months ahead.

One of the most positive accomplishments of 1976 was the increased parent involvement and participation at KDES. We are grateful for this, for it means a better possibility for understanding and cooperation; and that, in turn, helps the children. A great deal of the credit for this situation goes to the Kendall Home and School Organization and to the Policy Advisory Council. I believe that our school is unique in having such functional groups, and especially in the effectiveness of their operations. Coupled with the development of a strong andhelpful National Advisory Board, these groups have made important contributions to Kendall's role as a national demonstration school.

I do not mean to imply, by any of this, that we will be resting on our laurels during the year ahead. The interesting thing about doing new things is that it gives you courage and enthusiasm for doing more new things. The spirit of adventure at KDES runs high! The challenge of a new year is exciting.

Looking at the January calendar, I want to call your attention to some important dates. The children will return to school on Monday, January 10. Friday, January 14, will be a school holiday as we observe the birthday of Martin Luther King. Thursday, January 20 will be another school holiday, to permit participation in the inauguration of a new United States President. This quadrennial event offers local residents an unusual opportunity for first-hand learning and involvement. We hope that you will make the most of it with your child.

Please remember also the next KHSO meeting, scheduled for January 12.

Robert R. Davila, Ph. D.
Director, KDES

D.C. HOLDS CONFERENCE ON HANDICAPPED

By Bernadette Banks

The District of Columbia Conference on Handicapped Individuals was held on Wednesday and Thursday, December 15-16, at the Washington Hilton Hotel. Similar meetings are being held in every state in preparation for the national White House Conference on Handicapped Individuals, which will be held next May. The objective of the meetings is to bring about a greater degree of independence, dignity, and integration into community life for all mentally and/or physically handicapped persons.

The conference delegates had an opportunity to impact on new, dynamic, and innovative ways that the District Government, the Federal Government, and the private sector can better serve the handicapped. Delegates discussed issues and made appropriate recommendations for action, which will be taken to the national White House Conference.

Mr. Melvin L. Joyner, Director of the D. C, Conference, presided ove the program. Our own Dr. Edward Merrill, President of Gallaudet College, gave the Keynote address at the opening session on Wednesday. The speech was inspiring, with action-packed recommendations.

Ms. Ann Wilson, representing Deaf Pride, was one of the exhibitors. She was also a member of the Advisory Council and the Planning Committee. At the conference, she was elected to be one of the 16 D. C. representatives to the national conference. Mr. Arthur Rolick of the public service staff was also elected to attend.

Conference workshops centered around five concerns: social, educational, economic, health, and special. D. C. Councilwoman Hon. Willie V. Hardy and Mayor Walter Washington were featured speakers on the conference program.

Attending the conference was an inspiring and informative experience. It made me think of how blessed I am to have my sight, my hearing, my ability to walk and get around, to breathe easily and naturally. Sometimes we don't realize how blessed we are until we see or know someone less fortunate.

The fellowship with the handicapped attendees also made me realize that deafness is a minor handicap in comparison to blindness, cystic fibrosis, multiple sclerosis, epilepsy, and others.

Others from Kendall who attended were Ms. Deborah Tabron and Dr. Spraggins.

WELCOME, JAMIE RONA NOMELAND!

The pink frosting on the doughnut was more than coincidence. In the tradition of KDES, the way one announces the impending arrival of a baby is to bring a treat for the staff, and usually the treat is doughnuts. So, when Ron Nomeland laid a pink-frosted doughnut on Dr. Davila's desk the morning of Dec. 21, eyebrows were raised.

The good news spread quickly when more doughnuts appeared in the lounge, and Ron announced that he and Melvia would soon become adopting parents of a 7-month old girl, to be named Jamie Rona. She will start her life in the Nomeland home on December 29.

Congratulations, Ron and Melvia! And congratulations to Jamie Rona for being such a lucky little lady.

Elementary Students Visit Pittsburgh

[By Jeanace Cress]

Pittsburgh, Pennsylvania, has three rivers, 500 bridges, steel mills, trains and barges galore, and mountains. What better place for a field trip to follow up on classroom lessons in geography, transportation, science, and the language concepts relating to those subjects?

Teachers Jackie Mann, Phil Mackall, and Marianne Humphries figured Pittsburgh would be a good place to visit when their practice teacher Mary Darragh affered her parents' home in McDonald, Pa. -- a short drive from the city -- for overnight lodging. From that point on, all systems were "go."

So, on December 9, the teachers and 15 of their 16 students packed sleeping bags, maps, notebooks, and suitcases into a school bus and took off north and west.

First on the agenda, once within the city limits, was a ride up the Duquesne Incline via a cog railway that, despite its quaintness, also serves commuters in Pittsburgh. The incline itself is an almost vertical rock cliff. Houses and office buildings perch along the top, overlooking the Monongahela,Allegheny, and Ohio Rivers.

From the railway station atop the incline, the youngsters looked down to The Point, where the three rivers meet. The water is distinctly two different colors here.

The students also watched the wheels that pull the small, wooden railway cars up the incline, then ever so carefully let them slide down again.

The KDES students were dinner guests of the Western Pennsylvania School for the Deaf. The WPSD students took their guests on a tour of the residential school's dormitories, then over to the snack bar for pizza, ice cream, soda, and arm wrestling!

Then it was on to Mary's house -- a beautiful, white-columned place with 15 rooms that were more than adequate for the KDES crew, Mr. and Mrs. Darragh, two of Mary's brothers, one of her sisters, and herself.

Breakfast was hardly on the table when a reporter and photographer from the major Pittsburgh daily newspaper, The Pittsburgh Press, arrived to do a story on the Darraghs and their guests. The story appeared at the top of page 2 of the December 11 issue of the paper, and a copy of the story now is displayed on the team's bulletin board in Kendall.

After some horseplay in the patches of snow outside, the Kendall group again packed up the school bus and took off to a strip mining operation of coal. One of the miners and a geologist took the group to all parts of the mine. Highlights of the tour were getting to stand in the bucket of a $735,000 piece of equipment, one of only seven such pieces of equipment in the world; climbing onto some of the spare six-ton radial tires, and picking up a chunk of coal. The geologist also gave the group a chunk of petrified wood to bring back to school.

Because of their ages, none of the Pittsburgh steel mills would let the students into their buildings, but everyone got a good look at the mills from the outside as the bus rolled along Pittsburgh's streets, and during the river boat ride on the Gateway Clipper on Friday.

Two television stations greeted the youngsters at the boat, and one reporter and cameraman joined the group for part of the ride. The result: Kdes starred on the evening news on two Pittsburgh stations. The school may soon have a copy of one of these broadcasts for showing to parents, students, and staff.

[continued, bottom of page 4]

Pictures from Pittsburgh Trip

(Taken by Jeannie Cross)

Twenty-three house guests - no problem! Mr. and Mrs. Kim Darragh are surrounded by their guests. Peeking over her father's head is Mary Darragh, student teacher at KDES.

This view from the top of the Duquesne Incline shows Pittsburgh and one of its many bridgesover one of its three rivers. The city boasts more bridges than any other city in the world.

Elementary Students Visit Pittsburgh

(continued from page 3)

Despite a stiff breeze, many of the students and staff spent a good part of the boat trip on the top deck, where the view of the mills, trains, and coal barges plying the river was best.

Besides being a lot of fun, the field trip helped the students to understand rivers, to see a variety of types of transportation that don't exist in D. C. - like the coal barges - and to follow the steps in coal mining. The students also got a chance to see the objects and actions for which they had already learned the words:

mountain
machine
bridge
tunnel
push
pull
through
hole
under
over
forests

The students who went were:

Andrea Banks
Denise Bragg
James Burke
Tony Harper
Benita Harris
Donald Harris
Ricky Haywood
Maynard King
David Mayberry
David Peterson
Derek Point
Brenda Redmond
Patricia Strickland
Joseph Vincent
Kevin Young

MIDDLE SCHOOL STUDENTS TO MOVE

During the week of January 17, KDES will start the first of its series of moves which will eventually find all students relocated. First to move will be the Middle School Department, which is slated to occupy one of the old MSSD buildings. Also transferring to the same building will be much of the educational technology department.

Changes and renovations being made to accommodate those portions of the KDES program are on schedule, and no major delays are anticipated. A carefully orchestrated plan has been worked out to assure smooth transition, with little interruption of services.

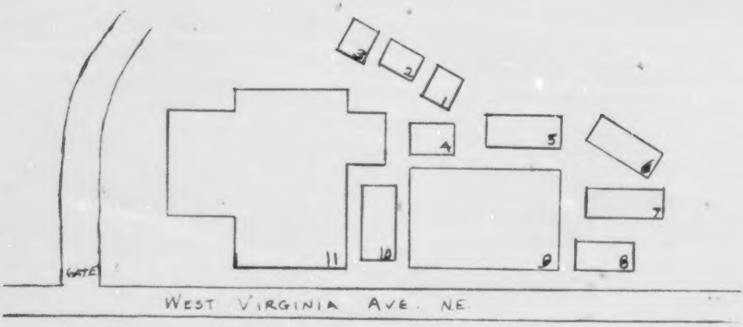
The diagram below shows the eleven buildings which will eventually comprise the Elementary and Middle School Departments, some of the support services, and some of the administrative offices. Buildings 7-11 , located along West Virginia Avenue, were the old MSSD plant. Buildings 1-6 are the Kendall tempos which are to be moved to new locations adjacent to the other buildings, as shown. Building 11 was the principal classroom building for the secondary students before their move to the new MSSD building. This is the building to which Kendall's Middle School students will move next month.

Also included in the initial move during the week of January 17 will be the trailers (tempos) adjacent to KDES. They will be moved from their present sites to the positions indicated by Buildings 1-6 in the diagram below. This will require interim placement for all staff currently housed in them. These people will move into the rooms being vacated by Middle School and educational technology.

Although some of the old MSSD buildings have been in use for more than six years, all eleven of the buildings shown are regarded as temporary. All are being remodeled to fit the programs and purposes of the Kendall School students.

Late in the spring, when changes in Fowler Hall have been completed, the remainder of the KDES children will move from the present building.

Middle School students will be off from school from January 13-21 inclusive. Parents, please note! All other children will be in school during that period, except for January 14 and January 20, both of which are holidays.



IRS OFFERS TTY TAX HELP

The Internal Revenue Service has announced a free TV phone/TTY service to offer assistance on federal taxes. The toll-free service will provide year-round information and answers to all types of questions relating to taxes.

Some of the areas included in the information and counseling available are:

. Dependency exemptions

. Earned income credit for some persons earning less than $8,000

. Late or missing refund checks

. Medical deductions, such as:

Cost of TTY equipment
Cost of hearing aid
Cost of trained "hearing ear" dog
Cost of sending deaf child to special school

. Explanation of bills and notices

The number to call for tax help is TTY 800-428-4732 (for all states except Indiana). Service is available at this number every day, Monday through Friday, from 8:30 a.m. to 6:45 p. m., Eastern time, all year round. There is no charge for the call or for the services offered.

Free IRS publications are also available to help you with your taxes. They may save you money as you prepare your tax return. Information about these publications will also be given by calling the free TTy number. Hearing impaired persons are encouraged to use this free service.

FOLLOW-UP ON KHSO RETREAT

By Bernadette Banks

Since the retreat, several things have happened to carry forth some of the objectives and priorities we set up.

As you know, I sent a letter to Dr. Davila, and part of it was printed in the October Newsletter. Eventually, it will be discussed at one of our KHSO meetings, along with plans for future retreats.

On November 12, I met with Dr. Davila and Ms. Faye Macklin to see what could be done as follow-up. After much discussion, it was decided to have an all-day planning session in two parts.

We discussed the list of priorities from the retreat, and how they could be followed up. Some had already been done, such as the report to Dr. Davila. Dr. Davila will be following up on some of the priorities with the PAC and other units of the school or college. KHSO will follow up on others. Some were to be referred to the Parent Education afternoon meeting. We decided that the actual dates and structure could be settled later with a smaller group, or between Dr. Davila and myself.

We did say that we would like to have one-day retreats, or several days using the campus facilities instead of an expensive hotel. Also, maybe some sessions could be held in the homes of staff or parents as a social gathering with planned discussion.

It was also suggested that the parents give a retreat report to the different school departments at the faculty meetings. I will be reporting to the faculty at their meeting on December 13. The Education Committee will report to the Department heads in December also.

CARIBBEAN JOURNAL

By Alda Anderson

Here I am in Trinidad, and still surviving after three action-packed months. But I guess if you were in my shoes, there'd be no doubt that you would survive. Imagine a winter without snow! It's November 30, and the temperature is in the 80's. Eat your heart out! I can't even imagine a winter with snow. The climate is beautiful; the children and teachers are friendly (well, most of them); and the job is challenging.

The school here is divided into three departments: Infant (up to 8 years old), Junior (age 8-12), and Senior (12-15). Right now we have 26 children in the Infant Department, 9 in the Junior, and about 70 in the Senior, most of whom are 15 years old.

Right now there are lots of young children (3-7) on the waiting list, but there is no room in this school for them. There have been many talks about how to accommodate them, but nothing solid has been decided. The teachers have decided, as an interim measure, to start a shift system in the Senior Department. The young children not now in school will come from 9:00 a.m. to noon, and the older children will come from 1:00 p.m. to 2:00 p.m. This is supposed to start in January.

So far I have spent seven weeks in the Infant Department, where I developed a program, and helped teachers in teaching math, language, games, and reading. I also worked on materials for self-teaching and individualized instruction . I did a lot of demonstration lessons.

I am now in the Junior Department, where I've done just about the same things I did in the Infant Department. I have just completed their program, and I am also in the process of developing individual records for each child and an evaluation system. The files have been completed. I'm still working on the evaluation record, and giving tests to assess each child's ability in each of the academic areas.

I will be going to the Marabella School, which is about 70 miles away. I'll be there from January to March. I've already met the teachers there, and they have already indicated what areas they hope I can help them in.

Sign class, which I teach every day at 8:30 a.m., is the best part of my day. I have about half the teachers, some house and kitchen staff, and lots of children. They are so enthusiastic. In fact, I've often assigned them to help the teachers and other adults in the class. Right now, we are signing Christmas songs, and they are loving it. I've told two of them to learn two songs and come and teach them to the other students and teachers. . . . And the questions they ask!!! "Are there any deaf kids in America?" "Do people laugh at them when they sign?" "Am I fed up with Trinidad?" "Do I have a boyfriend?" "Do I miss him?" "Are the deaf children in America like them?" . . . . And on and on. . . . In fact, one boy told me this morning that I should stay here for two years instead of one. I may just think about it. (Smile.)

The experience so far has been fun and full of excitement. I spend a lot of weekends with the people who work here. Everyone wants a weekend. I've met some very interesting people, and the beaches are beautiful.

The only problem here is water. The pressure is low, so most times there's no water in the taps. We've learnt to keep water in containers, and I have learnt to take a shower with six cups of water. I'm pretty good at it, too.

(continued on next page)

CARIBBEAN JOURNAL

(continued from preceding page)

I've noticed that there is not a lot of parent involvement in the school. In fact, it doesn't seem to me that this is encouraged. Materials are almost non-existent here, but the teachers still manage to do a good job.

Oh! Just some more information while I'm brainstorming - - Some of the children live on campus (about half of them). Some of these go home on weekends; others stay for the whole term. The other half commute daily.

I hope this will give you an idea of what's happening here in Trinidad. I "lived" through their election on September 11, and ours on November 2. Oh! The government here was returned to power. So unlike us in U. S., I was able to listen to some of our returns, but I fell asleep at 2:30 a.m. Oh well, the results were very pleasing.

My best to all at Kendall, including the parents. Have a good Christmas and New Year. See you all in August '77.

P. S. The food is good. Lots of Indian (East) food, typical West Indian stuff and not much American, but we do have hot dogs and hamburgers, and there are the Colonel's place -- Kentucky fried chicken -- and pizza houses all over the place. So, see! I have a wide choice.

Oooooh! What clean, clear air. Gosh! I've never had it so good.

(Editor's Note: Ms. Alda Anderson is a Kendall School teacher. She has taught in the Primary and Elementary Departments at KDES, and is spending this academic year teaching in Trinidad in an exchange program.)

MEMO FROM HEALTH SERVICES

By Brenda Thaxton
KDES Nurse

The Howard University sickle cell anemia screening program has scheduled Kendall School for a January screening. This program will run for three days, and will include screening students and their parents for nutritional anemia and hypertension, as well as for the presence of sickle cell trait. The dates are set for January 18, 19, and 21.

To prepare parents for the event, a coordinator from the program will speak at the KHSO meeting on January 12. I encourage as many parents and guardians as possible to come and hear this speaker.

Parents are also encouraged to accompany their children for the screening, so as to be available in case counseling for either of the anemias or high blood pressure is needed.

Consent forms will be sent to parents as soon as possible. You are asked to complete and return these forms promptly.

Please feel free to call me at Kendall School if you have any questions. Call 447-0621, and ask for me, Brenda Thaxton, the school nurse.

KDES STAFF PERFORM IN ROCK GOSPEL

Four members of the KDES staff, as well as one former member, were among the performers in the Rock Gospel concert presented at Gallaudet College on Dec. 1. The performance marked the 7th anniversary of Rock Gospel, and atttracted a large and enthusiastic audience. Dennis Cokely, Pam Minger, Sue Grigsby, and Mark Goldfarb were in the group. Rudy Gawlik, former counselor at KDES, also appeared.

POTLUCK, PARTY, AND PLAY

By Leslie Proctor

On the night before Christmas . . . well, actually, it was two weeks before Christmas, and in the daytime. However, the spirit of St. Nick was there, along with that of George Allen and all his muscled reindeer joining in reindeer games, even if we do call it football.

Anyway, the parents and children of Kendall School had a delightful and delicious potluck supper fit for Santa Claus himself. The food and setting up of the affair were coordinated by Ms. Deborah Tabron, an extraordinary hostess who thinks of everything, and the feast showed it. Every plate was piled high, and every guest was fully satisfied. Especially appreciated were those chicken wings cooked by Sarah Crawley.

We were all pleased by Dr. Merrill's appearance, and the children treated him like the celebrity he is.

As a special treat or treatment, depending on whether you were on the side of the audience or the performers, we enacted an original play entitled "Our Kind of Christmas", written by a parent, Ms. Leslie Proctor. The play portrayed a family's understnding of the true Christmas spirit by the mother telling her children a story. The tale was that of a poor family's concern for the welfare of an old man and his dog, and how it gave more meaning and enjoyment to their own Christmas. The cast, though impromptu, was superb. Volunteers for the production were: Ms. Tabron (James' mother), Mr. Moore (Michael's father), Steve Beaman (Toni's brother), Mr. Williamson (Aaron's father), Matthew Proctor, his brother, Mark and his cousin, Shane, Emerson Crawley (Elbert's brother), Michelle Banks, and Ms, Proctor (Matthew's mother). Leslie Proctor narrated the production in voice and sign while the cast portrayed their parts. The play was complete with stage sets, props, backstage sound effects, and hidden under the table stage hands Tony (Matthew's brother) and David (Michelle's brother). So you see, it was quite a community affair.

To top off the evening, Santa Claus gimself appeared with a sackful of candy canes for the children. Mr. Witherspoon (Mark Banks' grandfather) put his all into his Santa Claus role and I, for one, propose we make him our official Kendall School Santa. The kids loved it.

So, thank you all for your help and participation in this event.

Bernadette - we did it again!

KDES FACULTY HAS EXHIBIT AT ASHA MEETING

Four KDES faculty members combined their efforts to produce a project which was exhibited at the annual convention of the American Speech and Hearing Association, held in Houston, Texas, in November. The project, titled "Multi-Media Classroom Center for Survival Vocabulary Through Speechreading and Auditory Training," was developed by Fani Brown-Miller, Sandy Hart, Don Mahoney, and Yetti Sinnreich.

The objective of the project is to teach hearing impaired children how to use visual and auditory cues to decode speech in emergency situations. Through the use of videotapes and magnetic tape recording cards, words and phrases are taught in such ways that the student learns to recognize them through sight and sound.

The project has been used with Primary and Middle School students at KDES. It was one of only 12 projects selected by ASHA for demonstration, from among many proposals submitted.

VIRGINIA CHILDREN VISIT

On November 30, a group of sixteen children from the Wakefield Forest Elementary School in Fairfax, Virginia, came to visit Kendall School. They were given a tour of the school by Visitors' Coordinator Grace Hais, with special emphasis on the TV studio.

Tom Klagholz, whose wife teaches at the school, gave the group a special opportunity to see some of the wonders of the KDES educational technology department, and they had a chance to see themselves on the TV screen with DUSO, the lovable dolphin.

Another part of the school facilities that made a great impression on the students was the computer room, where they saw some KDES students engaged in math practice lessons. They also visited the school library and enjoyed looking at the ferris wheel and other attractions there. They asked questions about the learning stations they saw being used in the library, and looked at the various projectors and other machines they saw there.

Because they had studied about communication, they were particularly interested in the unusual things they observed at Kendall, and marvelled at the efficiency of communication between the children, and from teachers to students.

A big envelope of thank-you letters arrived at the school a couple of days after their visit. Here is what some of them said:

Dear Kendall School:

Thank you for inviting us. Your school is nice.

Love,

Benjer Alvarado

Dear Kendall School:

I glad to visit the Kendall School. I sorry for the deaf people. I love to go to the Kendall School every day. I love the way the kid work the computer. And God bless you all. It nice to visit.

Love

From the Class

Dear Kendall School:

I really had a good time. I enjoyed the computers the best. I'd really like to com back some day.

Sincerely,

Kyle

Dear Kendall School:

Thank you for putting us on tv. We are glad we could come to the school. We enjoyed it very much. We are glad we could go in the class. We are glad we could see how the deaf use the computer. I am really amazed at how the deaf learn.

Sincerely,

Cliff

Dear Kendall School:

I was glad we could visit. I was happy when I saw those machines. I was sad becuase they couldn't hear.

Love,

Jay Nix

ANSWERS TO QUESTIONS ON CLASS PLACEMENT

(The KHSO Committee on Movement of Children recently raised some questions regarding class placement of students. Mr. Carl Kirchner here provides answers and information on the subject.)

Q. Who decides the movement of children from class to class, and from department to department?

A. The placement of a child in a particular class is based on:

1) Special information gathered during the intake process, or while the child is enrolled

2) Teacher observation

3) Program supervisor observation

4) Child's progress

5) Space available

Placement in a department is based on:

1) Special information gathered during intake process, or while child is enrolled

2) Teacher observation

3) Program supervisor observation

4) Program offered within a department

5) Child's progress

6) Child's age

7) Space available

8) Parent decision, when movement to MSSD before age 15 is involved

The program supervisor is the person responsible for each child's program in the department, and makes the decision on class placement. In cases where there may be a question, the Director of Instruction is consulted and assists in the placement decision.

Q. Are children held back?

A. No. They are placed by age, test scores, and classroom performance. Kendall's program is ungraded, and each child progresses at his/her own rate. Through individualized instruction, open education, and team teaching, a more accurate approach can be achieved.

Q. Are parents told about the movement of children before hand?

A. Parents have usually been informed in writing about the movement of children. In the past, this information has been given after placement was made. With the passage of Public Law 94-142, this procedure has been changed. A separate conference will be held with the parents of every child within the first 30 days of the new school year, for the purpose of informing the parents about the class placement of the child, and providing opportunity for questions and discussion (beginning September 1977).

Q. What happens to the children's tests?

A. Tests are given twice a year. Some of the test booklets are kept by the diagnostician; others are kept by the program supervisors. Scores are recorded and placed in the child's educational folder in the program supervisor's office. No achievement test results are kept in the main file. These results may be given to parents during the parent-teacher conferences if requested.

KDES STUDENTS IN CHURCH PERFORMANCE

By Bernadette Banks

Several Kendall School students performed in a Christmas play called "The Christmas Story," given at Shiloh Baptist Church Sunday, December 19, 1976. The cast was composed of Mark Banks, Michelle Banks, Tracey McCauley, Michelle Wynn, Ricky Haywood, Elbert Crawley, David Bryant, James Wilson, Adrienne Peterson, William Graves, Yonette Stewart, Crystal Mitchell, and Daisey Wooten from KDES; and also Deena Headen and Roland Johnson, who are not students at Kendall.

The play was written by Dr. Luther Robinson, assistant superintendent of psychiatry at St. Elizabeths Hospital, a member of Kendall's National Advisory Board, and a Kiwanis Club member. Many parents came out to see the children, who gave an excellent performance.

This was a "first" for Shiloh, and a good experience for the children. Shiloh Baptist Church has Sunday School every Sunday from 9:30 to 11:00 a.m. every Sunday morning, with classes for the hearing impaired as part of the regular program. It is located at 9th and P Streets N. W.

KHSO TO MEET JANUARY 12

By Bernadette Banks

The Kickoff for KHSO's 1977 schedule will take place on Wednesday, January 12, at 7:00 p. m., when the group will have its next meeting. Please note the earlier meeting time. We will have a full program, and it will begin promptly, so please be on time. It would be embarrassing to begin with only ten people present.

Ms. Duncan from Howard University will be with us to speak about the screening project for sickle cell anemia, nutritional anemia, and hypertension. The screening unit is scheduled to be at Kendall School the following week (February 17-21). We all need to hear about it, and you will have an opportunity to ask questions if you have any.

Next on the program, Faye Macklin and Rubye Frye will discuss "The Black Child Development Conference which they attended in September. It promises to be a very interesting evening.

Babysitting and refreshments will be provided. If you need a ride, please call me on 396-5607 after 6:00 p. m.

MIDDLE SCHOOL DEPARTMENT GIVES CHRISTMAS PROGRAM

On the last day of school for 1976, the students of the Middle School Department gave a Christmas program for the rest of the school. With everyone gathered in the gym, the program of skits and songs was just the fitting climax to the events leading up to the holidays.

At the beginning of the program, awards were given by the school safety patrols for good bus behavior. Then, after two carols, a skit of Rudolph, the Red-Nosed Reindeer was presented, with Quinton Joyner playing the title role and guiding Santa's sleigh through the foggy night. Jo Israelson's class dramatized "Frosty the Snowman," and there were skits depicting Santa's workshop and the story "Gift of the Magi."

Special gifts went to persons whose names were drawn in a raffle, and then Santa Claus arrived with his jolly HO! HO! HO!. There was candy for everyone, and the program closed with the singing of "We Wish You a Merry Christmas."

THE SCOUT PAGE

Brownie News - Darla Howard

We had about 20 visitors from Bowie, Maryland, who came to our Brownie meeting to give us a Christmas party. M Michelle, Adrienne, Renee, and Valerie were the girls from SOUL. Shantelle was here from Ms. Swift's class.

To start, we were in our Girl Scout ring with the other two troops from Kendall, and also our new friends from Bowie. We observed our flag ceremony and made announcements. Renee had had a birthday during the week, so she deposited 10¢ (a penny for every year) into our globe bank. At the end of the year, all the money from the birthday fund will be sent to the Girl Scout World Federation Fund to help other Girl Scouts throughout the world.

When we went into our separate meetings, the Brownies went into the Lounge for their party. First, the visiting troop did a pantomime of the Brownie story, which we all enjoyed very much. Then we all sat in a Brownie ring and introduced ourselves. The Bowie troop knew the manual alphabet, and also knew the Brownie Promise in sign. Michelle and Adrienne from our troop used their voices when they told their names.

The KDES girls were very patient when the Bowie girls were fingerspelling their names, and helped when they had trouble. The Bowie girls sang the Brownie Smile Song, using gestures as shown in the Brownie Scout book. Then the Kendall girls sang the song in signs for the Bowie girls.

We played the "Shoe Game." Since this was new to the Bowie girls, the KDES girls were happy to teach it to them. When the game was over, we had refreshments furnished by our new friends -- cupcakes, cookies, and Hawaiian punch.

Having so many girls made our Magic Exit all the more fun. We are looking forward to another time when we can be with our new friends from Bowie.

Michelle was friendly and nice to all the girls. She passed out all the presents we had made for them. Adrienne laughed a lot. She didn't seem shy at all. I saw her talking with another girl from Bowie. Renee was quiet, but she did participate very well in all the activities. She had on a new uniform.

Valerie got her pin in a special ceremony. All the girls sat in a circle representing the Brownie Pond while Valerie turned around three times and said, "Twist me and turn me, and show me the elf; I look in the pond, and I see MYSELF!"

Shantelle was shy and quiet at first, but she came around and had a great time in the Shoe Game. She wore her uniform. She wanted a present, too, but she understood that we made the decorations for our new friends.

Michelle asked nicely if she could have another brownie . (She asked a mother from Bowie, not me.)

* * * * *

Gallaudet College is an equal opportunity employer and does not discriminate on the basis of sex in any of the educational programs or activities which it operates.

THE BIRTHDAY PAGE

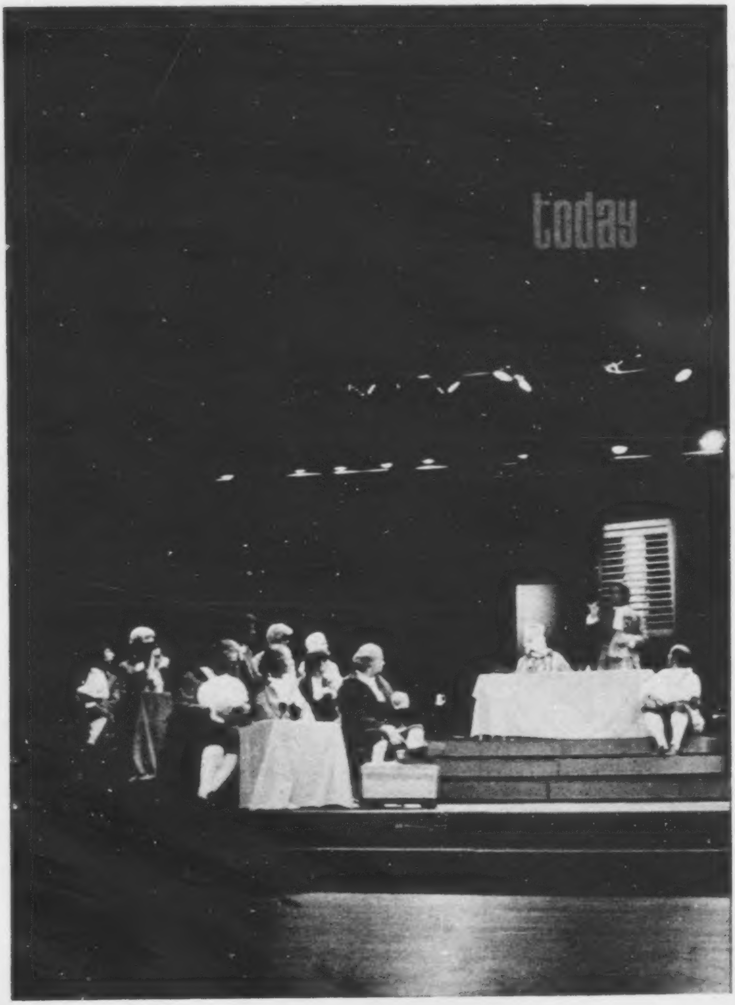
HAPPY
BIRTHDAY

JANUARY BIRTHDAYS

Name	Date
Gregory Williams	4
Sandra Coleman	5
Andrea Banks	8
Antonio Brannum	11
April Austin	12
Chester Broadway	18
Linda Hatzog	13
Ana Lucia Montepeque	13
Sean Arnett	26
Patricia Strickland	27
Matthew Proctor	30
Yvette Ward	30

FEBRUARY BIRTHDAYS

Name	Date
Dellita Wells	5
Terrence Cooper	6
Lynette Cephas	7
Issatu Bangura	13
Erica Harper	19
Michelle Banks	24


today

Gallaudet today

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Amos Kendall, founder of the Columbia Institution

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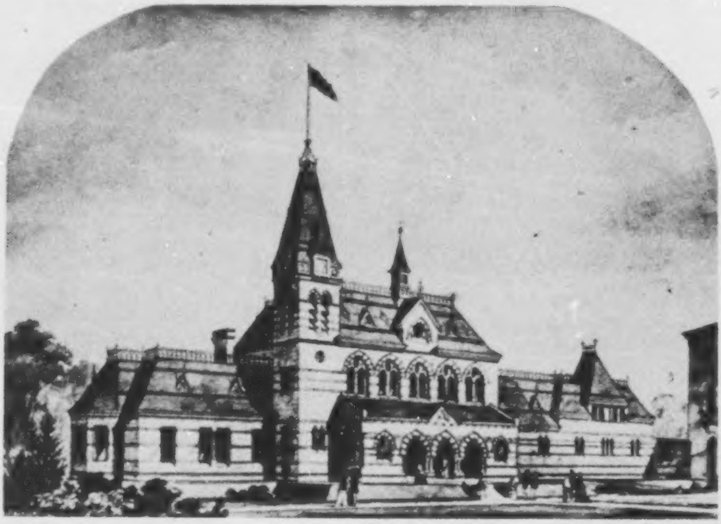
About our Cover: The Hughes Memorial Theatre's bicentennial production of "1776" was presented at the Gallaudet College Auditorium to a near sell-out audience twice during the 29th Triennial Reunion of the Gallaudet College Alumni Association in June. The play was so well received that it was presented again on July 15. This musical play about the signing of the Declaration of Independence had a star-studded cast dressed in lavish costumes of yesteryear. Debbie Sonnenstrahl directed "1776" and Paul Walla was the music director.

Gallaudet... Yesterday

By Laura-Jean Gilbert



Architect's drawing for Chapel Hall

Photos, except where noted, from the Edward Miner Gallaudet Memorial Library archives.

two hundred years ago today, Gallaudet College did not exist. But, in this year of our bicentennial, with its emphasis upon the early years of our nation's history, we thought it would be of interest to the readers of *Gallaudet Today* to look back on the early history of Gallaudet College.

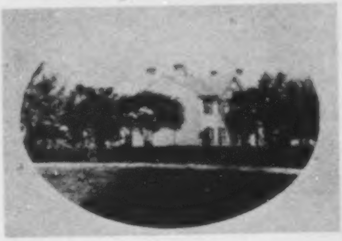
To trace the 120 years of Gallaudet's history would take much more space than we have available in the pages of *Gallaudet Today*. Therefore, we decided to break our accounting into two sections. This issue contains a chronology of Gallaudet's earliest years — from 1857 to 1910. In a subsequent issue we will present the last 66 years of the College's history.

Since there are few persons still living who will remember first hand these early days of Gallaudet, we have tried to select from the College's records those facts, figures, quotes, and accounts of events which will give our readers a picture of the College — its size, its development, its problems, and its successes. We found the research fascinating; we hope you, our readers, will find our results of interest!

1857 — In January, Congress was petitioned by Amos Kendall (Postmaster General in the Jackson administration) to grant an Act of Incorporation for the Columbia Institution for the Deaf, Dumb, and Blind. (Kendall had founded the school and given two acres of his estate for the school property.) In May, Edward Miner Gallaudet was appointed superintendent of the Institution. (Gallaudet was the son of Thomas Hopkins Gallaudet, founder of the first permanent school for deaf children in the United States.)

Gallaudet's mother, Sophia Fowler Gallaudet, who was herself deaf, came with her son to be matron of the new school.

Sophia Fowler Gallaudet



Rose Cottage, "the cradle of Gallaudet College," was the building in which Kendall began his school in 1857.

1858 — The First Annual Report on the Columbia Institution recorded that "the school is completely out of debt." The Institution had 17 pupils and a total operating budget of $6,417.66 for the year. Congress contributed $2,125.75 for maintenance and tuition.

1859 — Amos Kendall provided funds for construction of a building to "comfortably contain 40 pupils" after Congress did not raise the school's appropriation. The Institution had 20 pupils enrolled.

1860 — The State of Maryland made provisions to send its deaf pupils to the Institution. The number of pupils increased to 30 which included six blind children. Kendall proposed sale of the two-acre site of the school and the purchase of a larger site somewhere else in order to enable the school to have room for growth.

1861 — There were 35 pupils enrolled. The Board of Directors requested an additional appropriation from Congress to make "greatly needed" additions.

1862 — The superintendent established a shop and employed an instructor to teach cabinet-making. A building was rented near the campus for the shop. Congress granted $9,000 for building improvements, and additions were made to two buildings (adding 12 new rooms, a chapel, hospital, dining room, and library). An art class war added to the course of instruction.

In August, the school building was used as a hospital by a regiment of Pennsylvania troops under Colonel Samuel Black.

Edward Miner Gallaudet's annual report asked Congress to establish a college for deaf students. "An institution like this, situated at the federal metropolis, should be more than a local school: it should exert a national influence, and impart benefits to the whole community. This desirable end would be most happily attained if a college for the deaf . . . should be here established which could receive and educate on moderate terms those from all parts of the land fitted to enjoy its instructions. Until this proposed feature of our institution is realized, our labors will be incomplete, our duty to those committed to our charge but partially performed, and the expectations of deaf (persons) and their friends throughout the country be unfulfilled."

1863 — The annual report detailed the need for new fences, a better water supply, and a sewerage system. It requested Congress for funds ($26,000) to purchase 13 adjoining acres and ($31,445.87) for construction of a new building.

1864 — It was decided that the blind students (nine out of a total student body of 81) should be transferred to a school exclusively for blind persons. Congress was therefore requested to modify the existing admission policy.

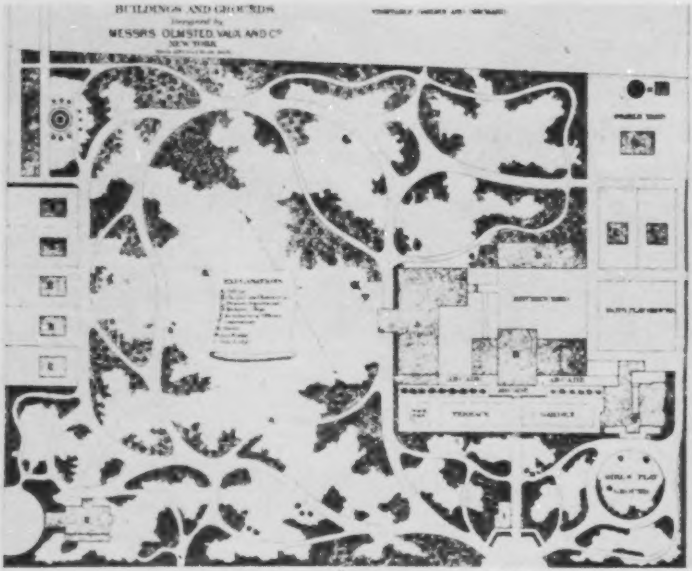
The water and heating systems were improved and 14 additional acres were purchased. Congress did not pass the appropriation for a new building and the Board of Directors asked that this request be reconsidered.

Congress passed the enabling legislation authorizing the granting of collegiate degrees and establishing the collegiate department. President Abraham Lincoln signed the bill into law on April 8. Inauguration ceremonies for the College were held at the Presbyterian Church on 4½ Street on the 28th of June.

John Carlin, a graduate of the Pennsylvania Institution for the Deaf (Mt. Airy), was awarded an Honorary Master of Arts degree at these ceremonies. He was one of the first persons to encourage the establishment of a college for the deaf.

1865 — The blind students were transferred to the Maryland Institution in Baltimore and all teaching apparatus for the blind was given to that school. Five students (from Maine, Vermont, Connecticut, and Pennsylvania) entered the college program; eight others were admitted to a preparatory class. The collegiate division was named the "National Deaf-Mute College."

The minutes reported: "Hon. James W. Patterson, member of Congress from New Hampshire and late professor in Dartmouth College, has kindly consented to deliver during the current year a series of lectures on astronomy."



Plan showing the proposed arrangement of the buildings and grounds from the Ninth Annual Report of the Columbia Institution.

"Professor Patterson has on former occasions given evidence of his special interest in the College, and this new expression of his good will is highly appreciated.

"His lectures, delivered in spoken language, will be rendered into the sign language by an interpreter. This translation being simultaneous with his uttered words, at the same time not interfering with, or interrupting them, will of itself constitute an interesting exercise."

Congress was asked for $41,240 for construction and improvement of facilities and grounds.

1866 — Mrs. Thomas Hopkins Gallaudet resigned as matron of the Institution. Melville Ballard became the first graduate of the College with a BA degree. A professorship of history and ancient languages was established. The College had 25 students from 16 states; 11 scholarships were established. A design for improvement of the grounds was submitted by Olmsted and Vaux, landscape architects.

1867 — An Act of Congress of March 2, 1867 made provision for the free entrance of poor deaf from any of our states and territories into the collegiate department. President Gallaudet was authorized to travel to Europe to study methods used at prominent institutions for the deaf in Great Britain, France, Prussia, Germany, Belgium, Switzerland, and Italy from April to October. (He also visited Russia, Sweden, Finland, and Denmark.)

1868 — There were 122 students enrolled, 40 in the collegiate department. The new President's Home was almost completed. President Gallaudet reported to the Secretary of the Interior: "The completion of the main central building, which we hope to effect during 1868, will leave only the College extension indicated on the plans submitted in our ninth report to be constructed, and the building needed for the accommodation of all departments of the institution will be provided. An extension of the shop, and other dwelling-houses for the professors, may in future years be required, but the cost of these will be small compared with the expenditures of the last, the present, or the next year.

"We may therefore point to a time in the near future when our demands on the public treasury will be limited to a provision for current expenses and repairs."

The building erected and presented to the Columbia Institution by Amos Kendall in 1859.

Graduates of the Class of 1869 were James H. Logan of Pennsylvania, Joseph G. Parkinson of New Hampshire, and John B. Hotchkiss of Connecticut.

1869 — The first College class completing the entire College course was graduated. The exercises were at the First Congregational Church (10th and G Street) N.W.). Three graduates received BA degrees. "One [was] appointed instructor at the Illinois School and at the same time received a commission from the Coast Survey to conduct microscopic examinations of importance to the public service. He has also, during the summer, secured a patent for an improved microscope.

"Another . . . temporarily employed as a tutor in our College, has received an offer of a position in a prominent western institution, while the third has entered the service of the government in the Patent Office and has been appointed to an assistant examinership."

Amos Kendall died in November 1869 at the age of 80.

1870 — The total enrollment for this year was 100 with 52 students in the collegiate department representing 20 states and the District of Columbia.

The College's second commencement was held June 30. Five students received their BA's conferred by the President of the United States. Three of these graduates had positions to teach (in Tennessee, Ohio, and Belleville, Ontario, Canada); one went to a position in the Census Bureau; and the fifth planned to continue his studies to become a librarian.

Eighty-one acres (the Kendall estate) were purchased for $85,000. Congress passed legislation which prohibits the sale by the institution of any real estate then held or thereafter to be acquired except under authority of a special Act of Congress.

1871 — The main central building (Chapel Hall) was completed and occupied. The building was dedicated on January 29th with President Grant attending. The Honorable James W. Patterson, Senator from New Hampshire and a new member of the College Board of Directors, gave the introductory address. Senator George F. Edmunds of Vermont, representing the Senate, and Representative James A. Garfield of Ohio, representing the House, also spoke.

1872 — President Gallaudet took a sabbatical trip to Europe. Professor Fay served as acting president. Congress appropriated $70,000 for the purchase of the Kendall estate.

1873 — The library was enlarged to 1021 volumes. The annual report stated that more space is needed for the collegiate division.

Faculty and students of the National Deaf-Mute College in 1867. Dr. Gallaudet is seated in the center of the first row (with his foot on the chair rung).

1874 — Dr. Charles Baker's collection of books on or relating to deafness was acquired by the Gallaudet Library (600 volumes). Dr. Baker was for 40 years headmaster of the Yorkshire Institute in Doncaster, England. Friends of the College raised the $10,637.46 difference between money appropriated by Congress and the purchase price of Kendall Green.

1875 — Boundary Street (Florida Avenue) was graded, curbed, and paved.

1876 — On Friday, June 2, Dom Pedro d'Alcantara, Emperor of Brazil, visited the College. He planted some ivy around the Chapel Hall terrace and took away some leaves as a souvenir of his visit.

Students took an excursion to the Centennial Exhibition in Philadelphia. States were requested to make provision for the support of their deaf students at the College, and the suggestion was made that this subject be brought to the attention of state governors in some formal manner.

1877 — President Rutherford B. Hayes attended commencement. The College building (College Hall) was completed. The campus now encompassed 100 acres.

Mrs. Thomas Hopkins Gallaudet died on May 13, 1877.

1878 — The 21st birthday of the institution was celebrated with a special board meeting. President Hayes and Mrs. Hayes, Vice President Wheeler, and many Senators and Congressmen attended. President Hayes also came to commencement.

1879 — President Porter of Yale University delivered the commencement address which was translated into sign language by his brother, Professor Samuel Porter of the Gallaudet faculty. President Hayes also attended commencement.

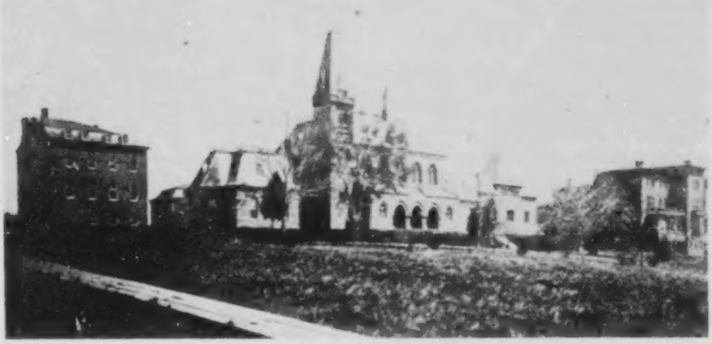
1880 — Alexander Graham Bell delivered the commencement address on "Melville Bell's Visible Speech." The College conferred on Bell the degree of Doctor of Philosophy. President Hayes attended commencement.

The work of the collegiate department received recognition through a diploma and silver medal from the Paris Universal Exposition of 1878. There was a two-year delay in notifying the College over confusion of the College's name.

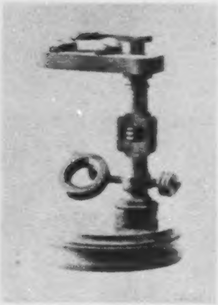
President Gallaudet attended the International Convention of Instructors of the Deaf in Milan, Italy.

The arrow marks the root of ivy planted by the Emperor of Brazil at the corner of the Chapel Hall terrace.

The Gallaudet campus before the construction of College Hall, about 1875.



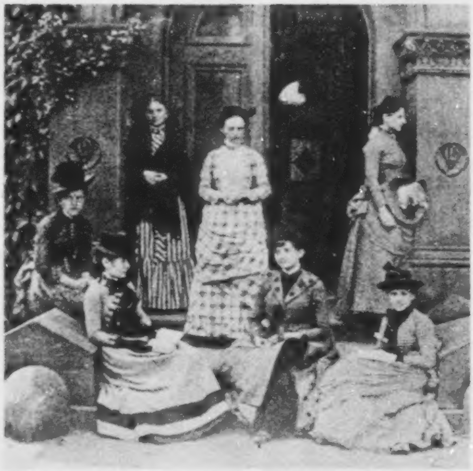
The first Fowler Hall under construction



The microscope devised by James H. Logan, '69.

Melville Ballard, first graduate of the College (BS, 1866), posed for this picture in 1907

Agatha Tiegel



The first group of women that entered Gallaudet College, living at House No. 1 Kendall Green, June 21, 1888

1881 — President Garfield was assassinated and the College annual report detailed his involvement with Gallaudet College over the years:

> General Garfield first visited the College in 1865–66. In 1868 he requested the College's earliest graduate, Melville Ballard, to make a translation from the French of an important pamphlet of Napoleon's.
>
> During the years 1868, '69, '70 the progress of the institution, especially the collegiate department, encountered serious and persistent opposition in Congress. The hostility was so vigorously continued as to jeopardize on one or two occasions the very existence of the institution. General Garfield never failed to give the weight of his influence in continuing the aid of the government and on 21 June 1870 made a speech earnestly advocating the liberal support of the institution in its collegiate character.

He had spoken at the dedication of Chapel Hall. His final visit and speech at the College was at commencement in May 1881.

The gymnasium was completed; it contained a 40' × 26' swimming pool and a bowling alley.

1882 — Special ceremonies were held to celebrate the 25th anniversary of the incorporation of the institution. President Chester A. Arthur and numerous other dignitaries attended.

1883 — A bust of President Garfield, done by Daniel Chester French, was unveiled at commencement and memorial exercises were held in Garfield's honor. The bust had been commissioned by College alumni.

1884 — President Gallaudet toured schools for the deaf in the South and West to talk with their officers regarding the preparation of students to attend the College.

1885 — Enrollment totalled 127, with 57 students in the College division representing 17 states and Ireland. An exhibit of the work of the Institution was shown at the New Orleans International Exposition.

1886 — Kendall School building was completed and occupied. The College was petitioned to accept deaf women students.

1887 — It was decided to admit women students to the College for the next two years "as an experiment."

1888 — Enrollment totalled 137; 65 in the College.

1889 — President Benjamin Harrison presided at 25th anniversary ceremonies of the founding of the College. Many prominent government officials were also present.

Congress passed legislation limiting the amount to be spent on faculty salaries and requiring that "Deaf mutes, not exceeding 60 in number, admitted to this institution from the several States and Territories, as provided in section 4865 of the Revised Statutes, shall only have the expenses of their instruction in the collegiate department, exclusive of support, paid from appropriations made for the support of the institution."

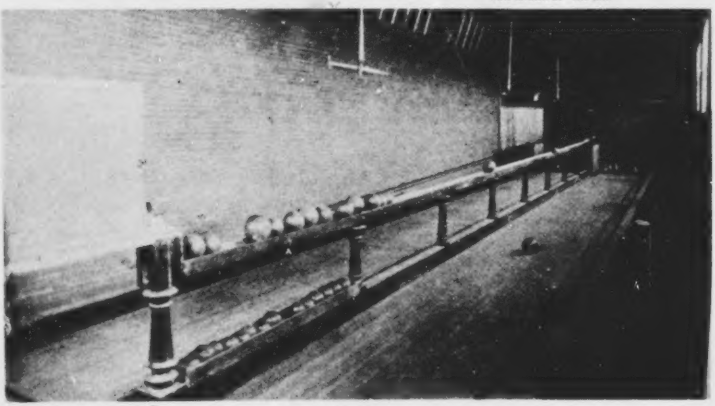
Both rulings were appealed by the Board of Directors.

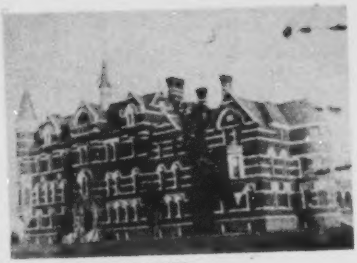
The statue of Thomas Hopkins Gallaudet and Alice Cogswell was unveiled and presented to the College by the National Association of the Deaf during their convention in Washington. The alumni association was organized in June of 1889, following the unveiling of the statue.

1890 — Congress revised the aforementioned legislation so as not to prohibit poor students from attending the College.

The National Association of the Deaf presented the Institution with a fund of $479.54 for maintenance and preservation of the Thomas Hopkins Gallaudet statue. The Board of Directors indicated it felt it was the Institution's responsibility to maintain the statue, but accepted the money, adding to it so that it was a fund of $500, and invested that sum as a permanent fund to be called the Gallaudet Memorial Art Fund the income to be devoted to the purchase of engravings or other such works as might promote the development of art instruction in the Institution.

The bowling alley in the "new" gymnasium now known as "Ole Jim."





College Hall was completed in 1877.

Laying of the cornerstone for Dawes House, February 1895.

1891 — Congress appropriated $1,000 for the expense of instructors of articulation. President Gallaudet delivered an address at the Congress of the Deaf in Glasgow, Scotland. The Normal Class was begun.

1892 — Enrollment totalled 140, with 86 in the College division.

1893 — Agatha Tiegel, the first woman student to receive a BA, graduated first in her class of 12. (Alto Lowman received a BPh in 1892.) Percival Hall (who would become the College's second president) received his MA.

An exhibit of the College — which, through the courtesy of the sculptor Daniel Chester French, included a replica in plaster of the Thomas Hopkins Gallaudet and Alice statue — was sent to the Columbian Exhibition in Chicago. The exhibit also included a large collection of photographs of the buildings and grounds, groups of officers and students, and interior views taken by Ranald Douglas, a former student of the College; samples of photography, architectural designs, art work . . . by present students and pupils; elaborate architectural designs and portraits in pastels and crayons by former students; volumes of reports and catalogues . . . a volume of *The Buff and Blue*; and "an interesting piece of mechanism invented by Mr. Denison, the principal of our Kendall School, to facilitate the teaching of fractions." Lester Goodman, an alumnus, manned the exhibit at the exhibition "and by his high intelligence, ready courtesy, and facility in communication adds greatly to the interest and pleasure of visitors."

The second meeting of the Alumni Association was held in Chicago in July.

1894 — At commencement exercises it was announced by board member President Welling of Columbian University (George Washington University) that the Board of Directors had ordained that "hereafter the academic, collegiate department shall be known as Gallaudet College." This action, honoring Thomas Hopkins Gallaudet, was taken as the result of a request from the College's alumni.

The world's fair (Columbian Exhibition) exhibit was awarded a diploma and gold medal in recognition of the "advanced position of our College in the course of study afforded, beyond that of any other existing institution for the deaf."

1895 — Percival Hall was appointed an instructor in the College. A dormitory for Kendall School boys was completed (Dawes House). The plans were drawn by Olof Hanson, '86. An addition was made to the laboratory building. Among the five normal students in 1895 was Jamini Nath Benerji of the University of Calcutta, India.[5]

1896 — Mr. Benerji graduated and spoke at commencement of the work he planned to do for deaf students in India.

The third meeting of the Alumni Association was held in Philadelphia to coincide with an NAD meeting. Thirty-seven alumni returned to Kendall Green at the invitation of President Gallaudet; they represented 22 classes and included the College's first graduate.

1897 — Shimpachi Konishi, director of a school for the deaf and blind in Tokyo, visited during May and June, paying daily visits to Kendall School. President Gallaudet was authorized to visit Europe "chiefly for the purpose of assisting, as he had been invited to do, in an effort now being made in England to establish a college for the deaf similar to that which was founded here in 1864."

1898 — A bust of Abbe Charles Michael de L'Epee done by deaf sculptor Felix Plessis was unveiled at commencement — a gift from the deaf of France. The French Ambassador spoke at the unveiling. President Gallaudet spoke to the National Education Association Convention on "The Deaf and Their Possibilities."

1899 — Arnold H. Payne, a normal fellow from England (BA, Oxford), delivered the commencement address on "The Advance of the Education of the Deaf in the United Kingdom."

The group assembled for the dedication of the Thomas Hopkins Gallaudet statue posed for this photograph on the day of the unveiling, June 26, 1889.

1900 — Enrollment totalled 189 with 134 in the College, representing 11 states, the District of Columbia, Canada, and Ireland. A paper was presented by Professor Draper on the relations of the College to technical education. The paper was appended to the Board of Directors report for the year. The College conferred an honorary Doctor of Humane Letters degree on the Rev. Thomas Gallaudet, vicar of St. Ann's Church for the Deaf in New York City, and brother of Edward Miner Gallaudet.

An exhibit of photos and publications sent to the Paris Exhibition of 1900 was awarded a gold medal. Expenditures for the year totalled $71,347.29.

1901 — It was agreed that College juniors would be allowed to pursue scientific courses, with the consent of their instructors. Three young men took up the study of civil engineering. "For their senior year, now beginning, they will be required to take German, psychology, differential calculus, strength of materials, geology, graphical statics, astronomy, and further work in surveying. On graduation these young men will be prepared to enter with advanced standing special technical schools for further study in their chosen work." Three others began to study agricultural chemistry and another three, electricity.

Wu Ting Fang, Minister of China to the United States, spoke at commencement.

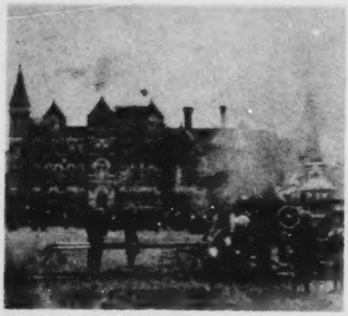
1902 — Three students were awarded BS degrees; two are continuing their education: one at the Georgia Institute of Technology, the other at Washington University, St. Louis.

Two works of art by alumni — an oil painting by John Gordon Saxton, '82, and a medallion portrait in marble of President McKinley by Roy C. Carpenter, '02 — were purchased with funds from the Gallaudet Memorial Art Fund.

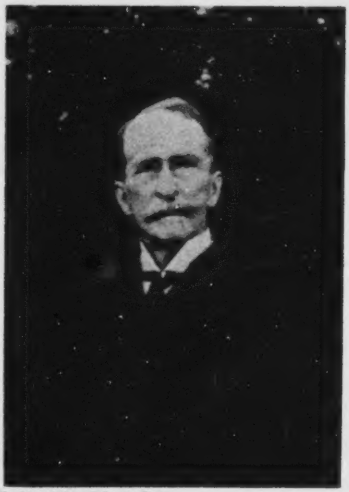
Medals and diplomas were awarded the Institution by the Buffalo Exposition of 1901 and the South Carolina Interstate and West Indian Exposition of 1901–02.

1903 — "It seems evident that the demand for technical education, while not great, is steady, and that it has been most satisfactorily met by the present arrangement of giving thorough training in the elements of science and of encouraging our graduates to carry on their studies further in the best equipped technical schools of the country."

1904 — A new course in technical work was arranged for members of the senior class. "It will consist of instruction in drawing and graphical methods, lectures on steam engines, air motors, hydraulic motors, explosive engines, the general application of electricity, and the consideration of some of the engineering features of some of the greatest national and international projects now in operation or in construction."



The College Hall fire, February 6, 1910.



Dr. Edward Miner Gallaudet. This photograph was taken in 1909, the year before Dr. Gallaudet retired.

1905 — A central heating and lighting plant was completed. Congress enacted the following law: "The directors of said (Columbia) Institution are hereby authorized to provide for the education of colored deaf-mute children properly belonging to the District of Columbia in the Maryland School for Colored Deaf-Mutes, or some other suitable school, at a cost not exceeding the *per capita* expense of educating the State pupils in such school."

A gold medal was awarded the College by the St. Louis Exposition and a grand prize was conferred on President Gallaudet, "for distinguished life-long work in the education of the deaf and for the foundation and successful maintenance of the only institution for the higher education of the deaf in the world."

1906 — President Theodore Roosevelt presided at commencement and the Rev. Edward Everett Hale, chaplain of the Senate, offered the opening prayer.

1907 — The institution requested $5,250 for the proper enclosure of the grounds. "The removal of the tracks of the Baltimore and Ohio Railway along the eastern boundary of the grounds for a distance of nearly one-third of a mile and the conversion of the space into West Virginia Avenue will necessitate a considerable amount of grading on the premises of the institution, and the sum asked to make these improvements will certainly be needed." The semicentennial of the institution was celebrated on May 1st.

A three-day meeting of College alumni was held in June. They adopted a resolution condemning the rule of the U.S. Civil Service Commission excluding all deaf persons from the competitive examination for employment in the civil service, and appointed a committee to take measures to secure for competent deaf persons the right of such employment under the government.

1908 — Enrollment totalled 196, 140 of whom were College students.

1909 — An advance of one year was added to requirements for admission; details of the admission change were to be published and circulated among schools for the deaf and an additional year's curriculum was added to Kendall School so that its graduates would be prepared to enter the College.

1910 — On February 6 a fire in College Hall destroyed the roof and top floor; water ruined a large part of the lower floors; damage was estimated at $25,000. Congress made a special appropriation for repairs.

Courses for freshmen under the new advanced program were as follows:

First Term	*Second Term*	*Third Term*
Advanced algebra	Plane trigonometry	Mechanics
Solid geometry or Advanced Latin	Descriptive geometry or Advanced Latin	Descriptive geometry or American literature
English composition (2 hours)	English composition (2 hours)	English composition (2 hours)
Medieval history (3 hours)	Medieval history (3 hours)	Modern history (3 hours)

Also two hours a week in business methods were required of all freshmen.

Dr. Edward Miner Gallaudet, first principal of the Columbia Institution, co-founder of Gallaudet College, its president for 46 years, resigned as president on March 16, 1910 to take effect at the beginning of the new school year in the fall. He retained his position as president of the Board of Directors of the Institution.

(To be continued.)

OUR CAPITAL GUIDES

By Michael Kaika

When people visit the Nation's capital they inevitably tour many historic and educational places in the metropolitan area. The White House, the Lincoln Memorial, the Frederick Douglass Home and even Gallaudet College, are just a few of the various places that tourists, school children, and local residents visit.

The National Park Service provides guided tours at most places under its jurisdiction. Park Service guides are trained and can explain the history and historical significance of their sites to visitors. But hearing impaired visitors and local deaf residents, including Gallaudet students, have usually shunned these guided tours whenever possible. Hearing impaired persons have visited places on their own; they have read brochures to learn the facts.

In the fall of 1975, Gallaudet's Cooperative Education Program, under the direction of Dr. William Varneur, made arrangements with the NPS to have hearing impaired guides at a few historical sites. On a volunteer basis, several Gallaudet students offered their services in this pilot project. After a regular training period, last November, the students began serving as volunteer guides at such places as Ford's Theatre, Arlington House, the John F. Kennedy Center for the Performing Arts, and the Lincoln Memorial.

Laverda Snyder

The number of deaf persons who visited these places was less than spectacular. This was anticipated. The project started without much fanfare and at a time when the tourist season is at an ebb. In addition, Gallaudet students were in the process of writing term papers or studying for final exams. Nonetheless, the NPS felt there was a definite need for interpretive guides and that the need for such guides would grow; consequently, in the summer of 1976, the NPS hired the volunteers. There are currently four places which have interpretive guides — the Lightship *Chesapeake*, the Frederick Douglass Home, the Old Stone House, and the Kennedy Center. Guides for additional points of interest are being considered.

Priscilla Vinci, a psychology social-work major from California, has been a guide at the Lightship *Chesapeake* since July. The *Chesapeake*, now permanently moored off East Potomac Park in the Washington Channel, served for almost 40 years as a "floating lighthouse" off the eastern seaboard of the United States. In 1971, the ship was acquired by the NPS for conversion to a floating environmental exhibit. Local high school and college students supplement their regular classroom studies with projects in environmental education and ecology of the area. Students have access to the ship's laboratory and all other equipment necessary to conduct their projects.

Priscilla knows the complete history of the *Chesapeake*. She, as well as all guides in the National Park Service, must be familiar with her subject. So far, only a few hearing impaired persons have visited the *Chesapeake* since Priscilla has been on duty. She also acts as a guide for small hearing groups although at first she was reluctant to guide them. She felt that hearing people would have difficulty in understanding her speech. However, after talking with her co-workers and supervisor and seeing that they could understand her, she decided to give it a try.

"I'm glad I did. My speech has improved and I have gained more confidence in myself," said Priscilla. But her primary interest is, of course, to be a guide for deaf groups and she hopes to see more of them.

Priscilla was one of the volunteers in the pilot project and originally was a guide at the Lincoln Memorial. When the Gallaudet College Alumni Association reunion was held on campus in June, a group of reunionites received a guided tour from Priscilla.

Priscilla Vinci

Ogden Whitehead

Doreen Simons

In addition to being a guide, Priscilla is also a part-time resident assistant in Clerc Hall. She is a member of the Chi Omega Psi sorority and was on the women's tennis team last year. She will graduate this December but said she would like to remain in the area for a while.

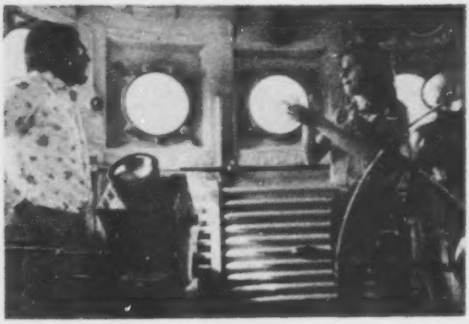
Odgen Whitehead, a business administration major from Buffalo, New York, is a full-time guide at the Frederick Douglass Home, located in southeast Washington. Ogden, who is hard of hearing, serves as a guide for both hearing and hearing impaired visitors. Shortly after the first semester started this year, WTTG-TV, Channel 5 of Washington, D.C., went to the Frederick Douglass Home to film Ogden as he was giving a guided tour to a group from the Gallaudet community.

At the John F. Kennedy Center for the Performing Arts, Laverda Snyder, a 1976 graduate, is a part-time guide. The Kennedy Center, which contains a theater, a concert hall, and an opera house and which is decorated with gifts from countries around the world, is one of the most popular tourist attractions in the Washington area.

In the heart of Georgetown, on M Street, is The Old Stone House, believed to be the only surviving pre-Revolutionary building in the District of Columbia. Doreen Lee Simons, a senior from Connecticut, is another part-time guide. She was a volunteer guide last year at the Frederick Douglass Home. A sociology major, Doreen said, "I wish more deaf people would visit the places which have guides for their benefit. It would be an economical and educational way to spend an afternoon."

Doreen currently works three days a week at The Old Stone House. If no hearing impaired groups come on the days she works, she performs other duties such as handing out pamphlets or preparing the snacks that are served to all visitors. The snacks are prepared in the old fashioned kitchen over an open fire in the fireplace using recipes dating from the Revolutionary period to lend an authentic touch of the old days.

The Cooperative Education Program is currently working with the NPS to expand this program so that guides for deaf persons will be available at



A tour of the Chesapeake involves climbing up and down her ship's ladders to go below decks to see her environmental exhibit. Needless to say, Priscilla must be agile, as well as informed about this National Park site.

The Park Service is planning to dress the guides who serve there, including Doreen of course, in costumes of the Revolutionary War period. The old house is furnished and outfitted with things from the 1700's throughout its three stories.

THE OLD STONE HOUSE
1765
UNITED STATES
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

Ogden greets a group of deaf visitors on the porch of the Douglass Home. The tour covers the interior and the grounds of the home of the famous black leader, journalist, and statesman.

virtually all sites in the Washington metropolitan area under the administration of the National Park Service. Although deaf people have not stampeded to places which presently have special guides, interest has increased.

Several academic departments at Gallaudet are in the process of making arrangements to have students visit these historic sites as part of class assignments. And why not? There is a wealth of information stored at all of the historic places. The guides are more than happy to relate the information and answer questions.

Doreen Simons recalled an incident that occurred last year when she was a guide at the Frederick Douglass Home. She was giving a tour to a group from Gallaudet when someone asked a question to which she didn't know the answer. When the tour was completed, Doreen went to her supervisor and after a little research found the answer. Doreen then gave the answer to the person who asked the question.

"I really enjoy it when people ask questions. It keeps me on my toes and gives me a feeling that we are serving them," said Doreen.

The idea of interpretive guides was not implemented just for the benefit of local residents but for anyone who visits Washington, D.C. Every year thousands of deaf people come to Gallaudet College — for graduation exercises, homecoming, plays, or just to visit. On your next trip to Washington, take a tour of these historical places knowing that guides are available for your convenience.

Since hearing impaired guides are on duty at different times and dates, it is advisable that individuals or groups call Gallaudet's Cooperative Education Program for information. Guides may be arranged for group visits. Phone: 447-0819 Voice; 447-0425 TTY

The question [illegible] is asked most often is "How large is the bust of John F. Kennedy and how much does it weigh?" Facts about that famous piece of sculpture and about the many other pieces of art in the Kennedy Center, gifts from various countries around the world, are part of the information she shares with visitors.

wingéd words

Chauntecleer

Morning dreamer
dawn breaker

feathered minstrel
prophet of wind and light

troubadour of the dayspring
salmon bright and tumbling down

weathervaned against
a foxfire sky

you beckon us to see
the image the dream has spoken

you ask us to touch
the clear voice of feeling

you call on us to create
the world and truth anew

from the spindrift of morning
from the fruit of the dream in a dawning.

John Canney

John Canney is a member of the Gallaudet
College English Department faculty

alumni profile

Librarian for the deaf community

Alice chats with a coworker.

By Alice Hagemeyer

I lost my hearing at three years and never remembered hearing. I grew up happily in the silent world.

In 1957, I graduated from Gallaudet College, the only liberal arts college for the deaf in the world, with a B.A. in [illegible], and I took a job in the catalog department of the District of Columbia Public Library. For 15 years, I worked in the [illegible] Cataloging [illegible] with two other deaf co-workers, [illegible].

[illegible] DCPL was my first real encounter with the hearing. Although my hearing co-workers considered me [illegible] in many respects and [illegible] my deafness, I [illegible] and my communication problems with the general staff prevent me from getting involved in staff meetings to exchange ideas and from advancing my career.

In my own world I have always been articulate and involved with activities for the deaf. Before having children, I held offices in deaf organizations, chaired events, and, I believe, had a reputation for planning unique programs for the deaf community. I was always interested in working and interacting with people and, most important, in sharing my experience in the hearing world with my deaf friends. Most of them do not have the opportunity to befriend hearing people at work, as I do. I also shared many of my dreams of what the library could do for the deaf with my close friends, and yet, I had no confidence that these ideas could be put into practice.

In late 1973, at my suggestion and through the work of a committee of librarians, DCPL decided to install a teletype machine so that deaf people could phone the library for information. After such a success, it seemed to be too much to ask for more.

It was early in 1974, before the TTY service was started, that I asked permission to start a sign language class for interested library staff. That was indeed the turning point in my life. Participants in the class cared enough to come to learn about my world and to understand deaf people and deafness. I saw such warmth and acceptance in the whole library system toward myself and a deaf colleague with whom I taught the classes, and I felt the sensitivity of these people to the meaning of deafness.

Meeting librarians through workshops on services to the deaf and reading about projects all over the nation made me realize how eager librarians are to learn what they can do for the deaf community. The needs of the deaf community and the understanding and acceptance of my colleagues motivated me so greatly that I wanted to do something.

To update my education in librarianship, in fall 1974, I began graduate library school at the University of Maryland. This May, I became the first professional public librarian — with a master's degree — who has been deaf since childhood.

Librarians today are dedicated people who work hard to meet the needs of people in all walks of life. At library school I have seen many promising future librarians who are high on the challenge of working with all disadvantaged people. The deaf need such librarians.

Not every librarian must be fluent in sign language to provide library service to the deaf community; what is needed is a sensitivity not only to people who are deaf, but also to parents with deaf children, hearing children of deaf parents, educators of the deaf, and many others.

The deaf population consists of many people highly educated with excellent English language skills and speech ability, but the majority of the deaf were born with partial or complete loss of hearing and have never heard English, and those who lost their hearing at a very early age were too young to remember. They speak their native language, sign language, their preferred method of communication. English is their second language. Because of their inability to speak normally, they do not go to libraries; they do not expect to be understood and traditional library materials often do not meet their needs.

Deaf people have a close-knit community nationally; we will make an extra effort to go to places where there are other deaf people, or hearing people who truly want to communicate with us and understand us. By centralizing highly trained staff and the necessary equipment to serve larger areas of the deaf population, libraries can give deaf people confidence that their information needs will be understood and that the information and materials they receive will be accurate, up-to-date, and in a format they can understand.

Public libraries can also help prevent misconceptions and misinformation which, in the past, tended to exaggerate to the general public the disabling effects of hearing loss. I recently wrote a handbook for public librarians on how to understand and serve the deaf; demand for copies of the book has been overwhelming. Not only have public libraries requested copies, but also deaf people who want to share it with their hearing coworkers, neighbors, and friends, to let them know what it is like to be deaf, as well as professional workers in other fields and parents of deaf children. This great demand demonstrates both the lack of general information on deafness written by deaf people who have lived the experience, and the desire of hearing people to learn more about the deaf.

Communication is such a problem. Anyone who knows English can communicate with blind and other physically handicapped persons, but deaf people are often an invisible, non-English speaking minority. They go about their daily routines just as everyone else does — but, due to communication problems, without access to many public and private services.

I have lived with my deafness with pride, though there are many deaf people still struggling for it. I have learned not to be ashamed of my inability to speak normally, or to write English fluently. I feel proud that I might serve as an example — for deaf people — of a professional who has learned, without the advantage of speech, to work in a hearing world. I hope to work through my profession to better the lives of deaf people and to give hope to parents with deaf children.

Alice Hagemeyer checks the card catalog for information requested by a deaf person. The D.C. library has a TTY information service.

Photo by Howard [illegible] D.C. Public Library

JOURNEY to BRITAIN

Dr. Trent Batson lectures along the banks of the Thames River.

Where are we now?

"Come home America. All is forgiven."

That bicentennial advertisement for Britain was one which Gallaudet students took to heart in this year of our bicentennial.

A group of 19 Gallaudet students and faculty traveled to Europe for a summer study program. They left New York on June 26th and returned to the United States on July 31st. The study program, under the auspices of the Romance Language Department, took them to Paris, Brussels, and Amsterdam, but most of the travel and study program was devoted to Great Britain. The following account is from a diary of the trip kept by Mr. and Mrs. Francis Higgins of the Gallaudet faculty who accompanied the group. We have excerpted a section of the Higgins' diary detailing the group's first two weeks in London.

July 4, 1976 We reached the vicinity of Greater London around midnight and drove through the city including a ride through a long tunnel under the Thames River before reaching the area where the University of London is situated. We were assigned rooms in Ramsay Hall and in an hour silence reigned as all slumbered, tired from the long day of wonders and surprises that were both varied and educational.

July 5 After breakfast we repaired to a lounge room for a period of orientation. Classrooms were assigned at Birkbeck College, several blocks away. Our two Gallaudet instructors, Debbie Sonnenstrahl and Trenton Batson, explained what the requirements were in the course on British Culture. Lectures would be given Monday through Friday from 9:15 to 11:30 a.m. with a 15 minute break, and field trips in the city would be from 1 to 4 p.m.

July 6 Dr. Batson lectured on the early history of England. The afternoon was spent in visiting important government buildings: Buckingham Palace and St. James' Park, Whitehall, No. 10 Downing Street, Westminster Palace and "Big Ben," Westminster Abbey — halfway across Westminster Bridge over the Thames River Debbie again held us spellbound with a description of the construction of the Parliament Building which is Gothic in style. She added that part of the work on this building was due to the skill of the great grandfather of two Gallaudet staff members: Mary Anne Lattanzi and Bill Pugin.

[illegible] the Romance Language Department

The homeward trip was made on a red London double-decker bus, with all of us riding the upper deck. These buses seat 28 on the lower deck and 36 on the upper. The ride was quite fascinating and, at times, hair-raising, for from our top perch we seemed to be traveling at a high rate of speed. It was a first experience for most of us.

July 7 A lecture on early English art by the Celts, Romans, and Anglo-Saxons was given to the class by Debbie in her usual dramatic fashion. We were informed our first quiz would be the following day.

The afternoon was spent at the British Museum where we saw works of art from the periods studied in our morning lesson, including ancient relics discovered along rivers in eastern and southern England. One remarkable piece is the Sutton Hoo ship which was filled with relics from the 7th century. This ship was found in 1939 and is believed to have been a funeral monument to an East Anglian king. We also examined priceless manuscripts from the 8th century in the Manuscript Room and viewed the Magna Carta, the great charter that King John was forced by the English barons to grant at Runnymede in 1215.

July 8 After our morning lesson and first quiz, we spent the afternoon visiting the Tower of London. It was first built by William the Conqueror in 1078 for the purpose of protecting and controlling the city. Additional buildings were erected on the 18-acre site over the years by different reigning monarchs who used the Tower as a palace or as a prison. Other interesting features to be found in the Tower are the armories showing the mail and plate worn by both knights and horses, the Chapel of St. John (Norman architecture, 1080 AD) and the Jewel Room where the crown jewels and coronation regalia are kept.

July 9 Debbie had charge of the morning class, lecturing on Romanesque architecture and sculpture. This lesson was tied in with our afternoon visit to two churches. The first church was St. Bartholomew the Great, a Romanesque-type church built by the Normans in 1123 and, with the exception of the Chapel in the Tower, the oldest church in London. The characteristics of this type of church were pointed out to us by Debbie. A small burial plot adjoins the

The Higginses inspect some English lavender.

The group receives on-the-spot information while visiting Hampton Court, once home of King Henry VIII.

church with additional burial sites within the walls and floors inside. Appropriate inscriptions mark these burial places. Several blocks away, a burned out church was a reminder of the terrible bombing the people of London experienced during World War II.

Next, we visited St. Mary Abbots, a 13th century building of the early and late Gothic style. We rode the Tube (subway) to the other side of the city to the Notting Hill area to examine this church. It has a tall tower whose bottom is distinctly square. Pier buttresses give support to the walls on the outside. We returned home via double-decker bus.

July 10 No classes today; we went sightseeing on our own, including seeing the Changing of the Guard at Buckingham Palace.

July 11 By nine we were on our way by bus to visit Stonehenge and Salisbury Cathedral, 80 miles southeast of London.

July 12 Our morning lesson was devoted to a discussion of early English literature by Prof. Batson. In the afternoon we took the Tube to South Kensington where we visited the Victoria and Albert Museum. The highlights were seven Raphael cartoons (sketches) with Biblical themes. They are very large, approximately 10' × 15' and were painted for Pope Leo in 1516. Next, we viewed the John Constable remarkable collection of 19th century landscapes.

July 13 In the afternoon, following a morning lecture on the Renaissance style of architecture, we took the Tube to the Thames to examine the Banqueting House which is all that remains of the great Palace of Whitehall that was the kings' metropolitan palace from 1530 to 1698. The House was designed by Inigo Jones and completed in 1622. Within this building is a great hall 55' × 110'. On the ceiling are nine large allegorical panels painted by Reubens in Brussels and set up in 1635.

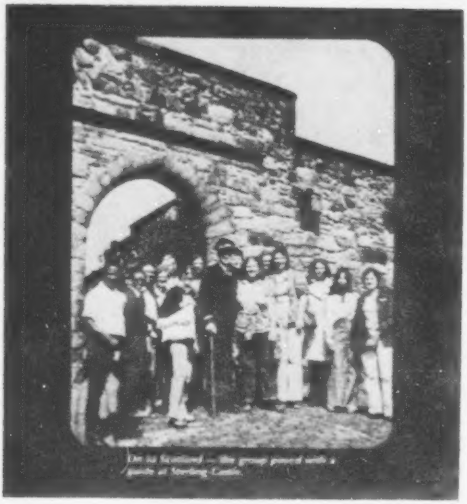
Our next visit was to St. Paul's Cathedral, another example of Renaissance art, designed and built by Sir Christopher Wren between 1675 and 1710 following the Fire of London in 1666 that destroyed much of the city, including Old St. Paul's Church. The present cathedral is the fifth structure of that name to be built. It was conceived by Wren on the plan of a Greek cross with a vast 68,000 ton dome over the central area.

In the evening, we attended a practice session given by members of the National Theatre for the Deaf in a small theater in the rear of the Royal National Institute for the Deaf.

July 14 Our formal classwork was replaced with an all day visit to Hampton Court Palace, about 15 miles southwest of London. We took a boat ride on the Thames for part of our return trip.

July 15 Following our morning lesson on outstanding English painters — Reynolds, Gainsborough, Hogarth, and Blake, we hied to the National Gallery of Art at Trafalgar Square to examine some of their works.

July 16 Goodbye to London. By nine a.m. we were on our way to Scotland.



On to Scotland — the group posed with a guide at Stirling Castle.

ON THE GREEN

Sign Language for Costa Rica Deaf

With the aid of the International Center on Deafness (ICD) and the Organization of American States (OAS), a basic language of signs has been developed for Costa Rica, and a book illustrating the signs is being readied for publication. "The project takes cognizance of the fact that the deaf Costaricenses already have an existing sign language which was not formalized," Dr. Gilbert Delgado explained.

Dr. Delgado, dean of the Graduate School at Gallaudet College, traveled to Costa Rica in January of this year to do a study of the needs of deaf adults in that country (see Gallaudet Today, Spring, 1976). The sign language book is a follow-up to the study he made. There had been no manual alphabet and no developed system of Spanish signs there, a situation rendering communication a problem for deaf people in Costa Rica, according to Dr. Delgado; the new system develops and formalizes existing signs and, where necessary, adapts signs from Gestuno and American Sign Language.

The ICD and the OAS subsidized two Costaricenses who came to Gallaudet for four weeks this past summer to work on the project with the help of the College's Linguistics Research Laboratory and Center for Continuing Education. The two were [illegible] Campos, a teacher of the deaf in Guadalupe, and Rafael Valverde, the president of the Costa Rican Athletic Association of the Deaf (Asociacion Deportiva Silenciosa de Costa Rica). Mima Bravo, a Gallaudet graduate student from Costa Rica, was also involved in the project.

Mr. Campos and Mr. Valverde have returned to Costa Rica with material for the book, including the approximately 850 signs which were developed and photographed here. Deaf adults in Costa Rica are revising and augmenting the signs in the process of preparing the book for publication, but evening classes in the language of signs are already under way. "The thing that really surprised us," Dr. Delgado commented, "is how eager they were for the classes, even before the book is ready."

The ICD is anticipating another proposal to the OAS, Dr. Delgado said, to train interpreters for other countries in Central America which have expressed an interest in the Center's help. The book of sign language for Costa Rica would be used as basic educational material for that project.

[illegible]

ON THE GREEN

Alan B. Crammatte, of the department of Business Administration, chaired the committee on reaccreditation which has been working on a report for the Middle States Association of Colleges and Secondary Schools. The committee sponsored two days of conversation among students, faculty, and administrators on the committee's report and the state of the College. Mr. Crammatte also was the featured speaker at this Fall's Convocation.

Anderson Named Coach

Hubert Anderson, ex-'54, has been appointed head basketball coach for the 1976-77 season.

Mr. Anderson was an assistant coach last year under Harvey Goodstein and was also head coach for the Black C Club team. Under his coaching, Black C had an outstanding season and finished second in the Southeastern Athletic Association of the Deaf tournament last spring.

A four-sport star at the Indiana School for the Deaf, Hubert Anderson was best noted for his basketball abilities. During the 1957-58 season his school played in the Indianapolis City Championship tournament. The ISD won three games before bowing to a team led by Oscar Robertson, who later became one of the all-time greats in the National Basketball Association. Player Anderson finished the season with a 28-points-per-game average, second only to Oscar Robertson's 31 points per game, and was elected to the All-Indianapolis all-star team.

At Gallaudet, he was one of the best all-around players on the team. He left college prior to graduation, but continued to remain active in basketball as a player, and later a coach, for the deaf clubs in the metropolitan area. Basketball teams under his coaching have never placed worse than third. Coach Anderson is fully aware that there is some difference between club and college varsity basketball, but he is determined to make Gallaudet a contender in the Potomac Intercollegiate Conference.

Since coming to Gallaudet in January 1973 as a supervisor of mail services, Mr. Anderson has improved the operation of the post office and greatly improved the mail service to the entire campus. Prior to coming to Gallaudet, he was a postal supervisor at American University, responsible for over two dozen employees.

As a long-time resident of the District of Columbia, Coach Anderson has attended many of Gallaudet's basketball games and is well aware of the lack of success the Bisons have experienced on the basketball court. He said that previous teams have had talent but lacked stamina, particularly in the second half. He plans to develop his strategy around improved endurance and defense.

On Trial — Law Center Workshop

The National Center for Law and the Deaf held its second Law School Orientation Workshop the weekend of October 1 to 3. The Center had already assisted three deaf students in gaining admission to the National Law Center of George Washington University, which is Gallaudet's partner in the operation of the Law Center.

The workshop this fall drew 22 participants, most of whom were from the Washington Metropolitan Area. Activities included participating in a law class at George Washington University with the aid of interpreters, talking with deaf and hearing law students, intensive preparation for the Law School Admission Test (LSAT), a talk on career opportunities for the hearing impaired lawyer, and individual sessions with each law school candidate.

A highlight of the workshop, which was also shared by well over 100 interested members of the Gallaudet community, was the Friday evening mock trial. The trial demonstrated the entire procedure from the choosing of the jury to the verdict. The mock trial demonstrated a case where a deaf defendant was tried by a jury composed of both deaf and hearing persons. As it turned out, Mary Upright (played by Lisa Beike, a law student who graduated from Gallaudet in 1975) did not steal the flimsy purple and black nightgown, despite what Officer Kojock — not Kojack, though he did have a lollipop — thought he saw.

"Deaf and Bright" Wins Honors

"Deaf and Bright," the seven-minute film developed by the Pre-College Programs Public Information Office, has taken top honors in international film competition.

The film has won the Golden Eagle Award of the Council of International Non-theatrical Events (CINE) in the Council's education category. Executive Producer Sue Ellis, PIO director, will receive the award in ceremonies at CINE's annual international meeting to be held this year in Washington, D.C., in November.

"Deaf and Bright" takes the viewer into the classrooms and onto the athletic fields of Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. In signs and sound it explains the communication needs and problems of deaf youngsters.

The film was also named the Best-In-Category (Public Service) film in the San Francisco International Film Festival in September, and won the Exceptional Achievement Award from the Council for the Advancement and Support of Education (CASE) in July.

A videotape version of "Deaf and Bright" is part of the "Look of Sound" exhibit in Chapel Hall. Copies of the film are available for loan to members of the Gallaudet College community and other programs for deaf individuals.

What Is the Future of Higher Education?

The eleventh Annual International Conference of the Society for College and University Planning (SCUP) was held this summer, July 21 to 24, in Washington, D.C. Dr. R. Orin Cornett, research professor and director of the Cued Speech Program at Gallaudet, was among the 90 speakers featured at the conference.

The premise of the conference, which was held in cooperation with American University, was that effective planning is the key to the survival of colleges and universities. Besides participating in other panel discussions, Dr. Cornett, who is also the director of the SCUP annual Institute on Coordinating the Planning Process, presented the opening address, "Higher Education Planning: An Overview."

Among others who participated in the conference were Henry Steele Commager, well-known historian and teacher who is now editing the 50-volume *The Rise of the American Nation*; John R. Silber, philosopher, teacher, writer, and president of Boston University; and Sir Frederick Dainton, scientist, teacher, writer, university administrator, and chairman of the University Grants Committee in Great Britain.

For he's a jolly good fellow . . .

Downes Retires

On September 30, 1976, Leonard H. Downes officially retired from Gallaudet College after 20 years of dedicated service as the College bank cashier. A retirement party, attended by over 200 well-wishers, was held for Mr. Downes in the Student Union Lounge. His wife, Lucille, and daughter, Joan Elkort, were among those present.

For his devoted service, Mr. Downes was showered with numerous gifts and farewell letters from his friends. Claude Stout, president of the Student Body Government, presented him with a plaque proclaiming September 30, 1976 as Leonard H. Downes Day and, on behalf of the students, gave him a check in the amount of $100. Said President Stout, "Since Mr. Downes has handed out so much money to us students, it is only fair that we give some back to him!"

David Denton, superintendent of the Maryland School for the Deaf, Mr. Downes' alma mater, was also on hand to say a few words. Dr. Denton said, "Lenny was one of my best pupils." It took the audience a moment to realize that Dr. Denton is somewhat younger than Mr. Downes. Sam Wagner, the College comptroller, who served as master of ceremonies, recalled some of his employee's past athletic feats, and Stan Kelly of the personnel office reminisced about the time when Leonard Downes threw a faculty member out of the bank.

Throughout the ceremony, Mr. Downes sat on the raised platform, a familiar cigar clenched between his teeth. As one humorous remark after another was told, he would laugh and his torso would bounce. In between remarks, he was presented with gifts. One of the first gifts he received was a month's supply of cigars. The Kappa Gamma Fraternity presented him with a resolution recognizing his dedicated work and friendliness. Other gifts were: a book, an autographed baseball and team photo from his favorite Cincinnati Red Legs, Maryland lottery tickets, a fishing rod and reel complete with a "freshly caught" blue fish, and $80 in cash.

The retirement party was arranged by Sam Wagner, Stan Kelly, Jack Cannon, and Claude Stout. At the conclusion, these four gentlemen formed a quartet and sang "For He's a Jolly Good Fellow." They received several requests for a repeat performance . . . out of town.

Leonard Downes is congratulated by SBG President Claude Stout.

Dr. George Muth, Chairman of the College's Board of Directors, was presented with an MCM unit at the Fall Board meeting. The MCM will permit deaf members of the Board of Directors and the College community to communicate by telephone with Dr. Muth. Jack Gannon, Director of Alumni and Public Relations, presents the MCM to Dr. Muth as Dr. Edward C. Merrill, Jr., and Dr. Clarence Williams look on.

Dr. Allen Sussman

New Faces on Kendall Green

With the new academic year under way the only one of the College's new administrators really to be a new face on Kendall Green is Roland G. Frank. Dr. Frank comes to his position as director of the Center for Community Education at Gallaudet with a wide variety of related experience in the field of education. For example, he has taught at Eastern Connecticut State College and the University of Connecticut, acted as the director of the Northeast Community Education Development Center, and worked in the areas of educational consulting and directing research. He will continue the Center's work in developing home-school-community ties in order to promote a more positive total learning environment for the hearing impaired throughout the United States.

The National Center for Law and the Deaf has welcomed two new members to its administrative staff. Deborah M. Sonnenstrahl, '58, has been named director of the Law Center's new Deaf Consumer Education and Participation Pilot Project. A devotee of the theatre and the arts, Ms. Sonnenstrahl is on sabbatical leave from her position as assistant professor of art at the College. "I wanted to do something different this year, and this is really different!" she said. Ms. Sonnenstrahl is enthusiastic about the one-year project funded by a grant from the Office of Education of the United States Department of Health, Education, and Welfare. She explained that the program is one of self-help and learning-by-doing. The hearing impaired participants will identify, research, and work to resolve consumer problems of special concern to deaf consumers, such as the fact that deaf people are unable to lease TTY's in the manner that hearing people can lease regular telephones.

Frederick W. Orr, '72, has been named acting program coordinator of the Law Center with responsibility for public relations activities and developing and directing workshops for the Center. After graduating from Gallaudet, Mr. Orr studied rehabilitation counseling at West Virginia University.

Allen E. Sussman, '55, has assumed new duties as director of the Counseling and Placement Center at Gallaudet. A certified psychologist, Dr. Sussman also brings to his new position experience as a counselor and administrator. He is noted as well for his work in the professional preparation and in-service training of personnel in counseling and mental health work with deaf people. The Counseling and Placement Center aids in meeting the general mental health needs of the student body and assists students and graduates in obtaining suitable positions. In addition to his new role as director of the Center, Dr. Sussman continues as a professor, on a part-time basis, with the Graduate School Department of Counseling, and maintains a limited private practice in counseling and therapy with deaf children and adults and their families.

Dr. Daniel L. Bode is the new chairman of the Department of Audiology and Speech.

Jerald Jordan, director of Project Talent Search, with his two new assistants, Jackie Roth and Mary Arrington.

Project Talent Search Adds Staff

Project Talent Search, which was inaugurated in 1973 with Jerald Jordan as director, has hired two recent graduates to work with Mr. Jordan in recruiting students who have the potential to enroll at Gallaudet College.

Jacqueline Roth, a 1976 graduate from Forest Hills, New York, and Mary Arrington, a 1975 graduate from Irving, Texas, began their duties in September. They will visit many schools throughout the country, talking to students about the academic opportunities and social and cultural environment available at Gallaudet.

Project Talent Search was established to encourage students to get their post-secondary education at Gallaudet. With the increasing number of post-secondary educational opportunities available, it is important that high school students have as much information as possible to aid them in making the right choice.

In addition to talking with students and parents, Ms. Roth, Ms. Arrington, and Mr. Jordan will use slide shows and film to present campus life, student activities, and the educational resources available at Gallaudet. After all, one does not learn by books alone. Communicating with teachers and friends, participating in activities, or playing sports are all part of the learning process on Kendall Green.

Parents clowned around at a Halloween Party sponsored for their children — pupils at the Kendall Demonstration Elementary School.

Parent Involvement at Kendall School

By Jeannie H. Cross

At many schools, parent involvement consists of annual parent-teacher conferences, a PTA which may or may not be active, and invitations for parent attendance at awards assemblies.

Not so at Kendall Demonstration Elementary School (KDES), whose parent program is so far ranging it may well become a model not just for education of the deaf, but education period.

"Our whole philosophy here is that parents are included as an integral part of the entire school program," Faye Macklin, director of the KDES Student and Family Services (SFS) Division, explains.

This means that parents are scout leaders, teacher aides, and summer camp counselors. It also means that the school provides sign language instruction for parents and a library of materials on deafness that are geared to the layperson.

Ms. Cross is a staff member of the Public Information Office, The College, [illegible]

[illegible]

Education of parents about deafness and involvement of parents in educating their deaf children are the two components of the Kendall parent program.

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[illegible]

Dennis Cokely, KDES Sign Language Specialist, gets down to child level. He coordinates KDES' Family Sign Language Program, available to all parents who want to learn sign language.

expected to participate in classroom activities once a week as aides. Parents of older children may volunteer to work in the Primary, Elementary, and Middle School departments. Some parents work as paid teacher aides, lunchroom assistants, and bus monitors. Parents are important in the variety of summer programs, chauffeuring kids from a Learning Resource center on a field trip to a barber shop, acting as camp counselors, or planning special family events.

Mr. Kirchner hopes some day to invite parents into the school on a regular basis to talk about their careers or other topics with which they are familiar. A policeman Pop could discuss safety, for example.

Parents can also participate in activities that are not specifically learning experiences. For example, they can (and do) give up part of their Saturdays to lead scout activities. They can (and do) call other parents at night to alert them to meetings about bus routes or a KHSO event. They can, and do, seek election through the KHSO to the Policy Advisory Council, which consists of parents, teachers, administrators, and community representatives, who meet every other month to review school policy and make recommendations on its development or modification to the KDES director.

All parents are considered members of the KHSO, which meets six times a year and plans a number of family activities, including parties at Halloween, Christmas, Valentine's Day, and Easter.

It was KHSO which planned and coordinated the September Parents Orientation Day, at which parents were introduced to school administrators, given tours of Kendall and the new Model Secondary School for the Deaf academic complex — to which KDES students can advance, and provided with packets of information on the school, deafness, and the resources of Gallaudet College. A visit to the home of Gallaudet President Dr. Edward C. Merrill, Jr., and Mrs. Merrill was a highlight of the day.

Besides the formalized means of participation offered by KDES and KHSO, there are a vast number of other ways in which parents may become involved in their child's education at KDES.

All the school's resources in audiology, speech therapy, social work, and counseling are available upon parental request, as well as upon in-school referral. Parents are encouraged to state their needs and work with the SFS personnel, as well as with teachers, to solve their and their children's problems.

That parents do want to be involved was amply demonstrated at last Spring's workshop led by counselor Marlene McAleer and Preschool teacher Tom Bull on "How to Use the Parents as a Resource." Forty-one suggestions were made regarding further participation of parents in Kendall School. Already, one of the most ambitious suggestions has been implemented: a three-day workshop for KHSO officers on leadership training. The session was designed to develop and sharpen leadership skills of parents so as to enhance their and others' participation in KDES. The session also provided (1) a chance for expressing needs and desires of parents and (2) a lesson in establishing a means whereby goals could be formulated and achieved in fulfilling those needs and desires.

When Dr. Robert Davila assumed the position of KDES director two years ago, he committed the energies of the school to bringing the home and community into closer partnership with KDES. This commitment endures even as the school administration now is evaluating the current extent and activities of the KDES parent program in hopes of developing a programmatic approach to parent education and involvement — an approach which may become a model for other programs in education of the deaf. Meanwhile KDES willingly shares its experiences in parent education and involvement with other schools.

Parents are important people at KDES — in the development of their children's abilities and in their own right.

book reviews

Silent Witness, by Susan Yankowitz. 237 pages. Knopf. $7.95.

In the first part of *Silent Witness*, Susan Yankowitz keeps prodding us to peek at, to consider — through a one-way glass as it were — this "deaf and dumb one," aged 37, named Anna. We see her in her apartment: bathed and powdered, perfume pumped on her left cheekbone, a sign beneath her lower lip, breasts heavy and of somewhat uneven size, a web of wrinkles around her eyes caused by squinting, by depending always on her eyes to wrest from her surroundings — human and nonhuman — scraps of communication.

We follow her every movement, take in the odors and textures that her senses sense, and perceive the thoughts that are hidden to those around her. We look on as "the colors of blood and lovemaking mingle in Anna's fingers" — as she deliberately steps on a woman's white sheets in a laundry, as she becomes a blind boy, and as she looks at dried blood on her underpants, her thoughts receding to her girlhood. Only at the toilet bowl does Yankowitz draw the line, and then only because "there is no point to elaborating her efforts."

We also see that the people around Anna — those whose lips are moving, whose mouths always move, and who communicate and carry with voices and telephones — are strangers' code. A few become aware that she is deaf and "a little — perhaps it is a silver — tongue to see her lip." Men in a bar [illegible] in her back [illegible] they know she cannot hear. Her hearing lover, Sterling [illegible], has not shaved; when [illegible] her hand shakes, he does not ask her why, and he never suggests that they study sign language together. Anna, though herself deaf, does not know the sign language of the deaf; she was "hidden" by her parents, never getting an education in a school for the deaf.

Why does Anna stay with [illegible], her lover? [illegible] communication [illegible] with that which is not Anna [illegible] her existence. "Alone — and a deaf one is more alone than others — Anna [illegible] forgets who, what, which one is."

These pores, hair, sweat, and physical and spiritual twitchings thrust against us by Yankowitz amount to the most intense study of a deaf character in literature. By comparison, a John Singer (*The Heart Is a Lonely Hunter*) or an Abel or [illegible] Keller (in *The Sign*) are pale, romanticized, one-dimensional, or fragmentary resemblances of a deaf human being. (One wonders, again and again, how Susan Yankowitz, herself a "hearing one," could know so accurately and intimately deaf inner life.)

Yet this first novel by Yankowitz — she has written several plays and published two — is not mainly a novel about being deaf.

First and foremost, *Silent Witness* is a book about being a woman. To males it will be a stunning experience to have Yankowitz wrench the shell of "deaf-mute" off Anna to reveal [illegible] woman. Deafness is vital in the individuality of this woman, but it is not — and I think this realization will send shivers down many a reader's spine — in any way her essence.

Silent Witness is also a powerful study of violation, beginning with Yankowitz's violating Anna's privacy in order to have us know her. The violations that follow should leave no reader, male or female, unconcerned. The ultimate results of violence — Part Three — may appear raw, immoral, perhaps even pornographic, to some readers; to others, the catharsis, though stark and sometimes overpoweringly visceral, will have a spiritual message that will put the final touch of truth and wholeness to this rarely-attempted likeness of a woman, a person, a deaf one, an abused one, one in whom the human spirit refuses to die.

Carl Croneberg

Mr. Croneberg, '51, is a member of the English Department faculty. This review appeared originally in The Baltimore Sun.

A IS FOR AU REVOIR

On Saturday, October 19th, the College community, local alumni, and friends of Gallaudet held a bon voyage party for the statue of Thomas Hopkins Gallaudet and Alice Cogswell.

The statue, which has graced the front grounds of the Gallaudet College campus since 1889, left Kendall Green the following day to join an exhibition of the work of sculptor Daniel Chester French in New York City.

The week before the statue left was one of [illegible] of activity. A team of conservation specialists, headed by Phoebe Dent Weil of Washington University, St. Louis, cleaned and restored the statue to its original condition. Inspections had informed the College that the statue was gradually being eaten away under its green patina by chemicals in the air.

The cleaning process involved blasting the statue with tiny glass beads to remove the [illegible] patina, then chemically treating it to provide an even dark brown coloration, and finally giving it a coat of preservative. Before the cleaning process was begun, the statue was removed from its base and placed on the plaza area in front of Chapel Hall.

The Thomas Hopkins Gallaudet and Alice Cogswell statue was done by sculptor Daniel Chester French on a commission from the National Association of the Deaf in 1887. The NAD in [illegible] convention agreed to erect a memorial to Thomas Hopkins Gallaudet on the grounds of the [illegible] [illegible] the collection of [illegible] funds were raised by the [illegible] deaf persons and their friends throughout the country.

The statue [illegible] lifted from its base and [illegible] in front of Chapel Hall for a [illegible] time.

The day after the party, on a rainy October morning, the statue was attached to a wooden palette and again lifted to the street in front of Chapel Hall where it was loaded onto a moving van to begin its journey to the Metropolitan Museum in New York City.

The bicentennial exhibition of the work of Daniel Chester French will be at the Metropolitan Museum in New York City from November 4, 1976 to January 9, 1977. It will then be shown at the National Collection of Fine Arts in Washington, D.C. (February 11–April 17, 1977), the Detroit Institute of Fine Arts (June 15–August 28, 1977), and the Fogg Art Museum in Cambridge, Massachusetts (September 30–November 1, 1977). It is estimated that at least one half million persons will view the exhibit. The statue will be returned to the campus sometime in December 1977.

The cleaning process, which took three days, removed both the green patina of age and the accumulation of dirt and corrosion which the statue has acquired since it was installed in 1889. The cleaning process gave the metal a highly polished, gold appearance. Then chemicals were rubbed into the metal restoring it to its original brown color. Finally, a coat of preservative was applied.

Speakers at the bon voyage party included Dr. Mervin Garretson, president of the National Association of the Deaf

And finally . . .

Frank Hochman (l.) receiving his GFF grant and congratulations from Metro N.Y. Chapter GCAA President Cliff Rowley in 1972.

Presidential candidate Jimmy Carter used his newly learned sign in Kansas City.

More On Dummy. If you have read Ernest Tidyman's book, *Dummy*, you will be interested in the outcome of this case. Last March, Judge Louis B. Garippo of the Chicago Criminal Court ruled Donald Lang, whom the book is about, incompetent to stand trial.

In 1972, Donald Lang, a deaf mute who can neither read, write, speak, hear, use sign language nor read lips, was convicted of the strangulation death of Earline Brown, a reputed prostitute. Last year, however, this conviction was overturned by the Illinois Appellate Court on the grounds that Lang could not defend himself.

In ruling Lang mentally and physically unfit to stand trial, Judge Garippo committed him to the Illinois Department of Mental Health "until he becomes fit," which in Donald Lang's case, in all likelihood, will be never.

Tidyman wrote the book, a true story, on information from court records, police reports, hospital accounts, and interviews. A book review appears in the Fall, 1974 issue of *Gallaudet Today*.

•

You're Welcome. Dr. Frank Hochman reports from Palo Alto, California, where he is doing his family residence practice that: "Several deaf people have come under my care already at the Family Health Center and I have assisted at the delivery of a baby girl of a deaf mother. Both are doing well, thank you."

Frank is the first Gallaudet College Alumni Association Graduate Fellowship Fund recipient to earn a medical degree. When Frank applied for admission to Rutger's Medical School in 1972 the chairman asked him "How will you communicate with your patients who hear?" to which Frank responded with a question of his own: "How do you communicate with your deaf patients?" That proved to be a good question as he was admitted to the medical school.

•

Getting Out the I-Love-You's. (Or, *Splitting the Deaf Vote.*) In 1974 the International Association of Parents of the Deaf (IAPD) began publicizing the sign for "I Love You" in an effort to create a better understanding and acceptance of deafness. This sign has begun to catch on and we are pleased to note that in the presidential campaign this year both President Ford and his challenger Jimmy Carter had the opportunity to learn and use the sign.

President Ford learned the sign from Miss Deaf Americas 1972 and 1974, Ann Bahl and Pam Young, during their visit to the White House last spring. Jimmy Carter picked up the sign while on the campaign trail in Kansas City, Missouri, when he met 47 deaf persons and their interpreter at a rally.

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On Being Objective. *The Volta Review*, official publication of the Alexander Graham Bell Association, will now publish articles on sign language according to Dr. George Fellendorf, executive director. Writing in his September, 1976 editorial, he states: ". . . there are readers who look to *The Volta Review* for objective articles on any topic relating to hearing impairment, including the roles of science and technology, manual communication, sociology, and psychology."

•

Signs and Ships. Barbara Feldmann, a 15-year-old deaf teenager in New York, did more than just sit back and watch the arrival of the Tall Ships last summer. She taught the crew of the Dutch schooner, *Eendracht*, sign language. A grateful crew presented her with a plaque with a picture of the schooner on it.

Going Strong. Wally Edington, '15, was featured in a nationally syndicated column about the elderly called "Going Strong." The article told of the many contributions Wally makes as an 80-year-old volunteer in the Alumni Office.

•

The Flat Earth Theory. *Signs for our Times*, published by the College Linguistics Research Laboratory, quotes Dr. George Montgomery: "It is presumed that teaching (deaf) people how to sign will influence speech negatively. Our data do not support this assumption. Yet this assumption still dominates the educational approach of many older teachers and it still inhibits the practice of manual communication in teacher training establishments." Concludes Dr. Montgomery, "Of course the earth is flat — we can believe our own eyes, can't we?"

•

Eh? Today's modern farm machinery apparently is making an increasing number of farmers deaf. A recent study at Michigan State University, involving 170 volunteers, showed that about half the farmers tested had a greater hearing loss than their city cousins.

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For the Record. The commencement address delivered at Gallaudet by Art Buchwald (Summer, 1976 *Gallaudet Today*) was printed in the May 20, 1976 issue of the *Congressional Record*. Requesting that the address be inserted in the *Record*, Congressman Paul

President Ford and Senator Robert Griffin (R-Mi.) learn their I L Y's from Pam Young and Ann Rabl. Dr. Judith Rackoff is next to President Ford.

Rats . . . and the Learning Center site.

Findley said: "After listening to Mr. Buchwald's remarks, it was clear to me that he deserved the honorary degree — whether his tennis backhand is improving or not."

The front-page *Wall Street Journal* article about Gallaudet College, "Silent Learning," May 11, 1976 by Roger Ricklefs was also printed in the *Record* at the request of Representative John Brademas.

•

Attention, Hugh Hefner. . . . The first draft of the College's Self-Evaluation Report (commenting on faculty turnover) had this eyebrow raiser: "As regards hearing loss and sex of faculty members, there has been some decline in both categories."

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And Blind People Read Signs, Right? Assistant Editor Gilbert undertook a study last spring which compared the degree of understanding of deafness between media people in Washington, D.C., and Los Angeles, California.

Results? She found that 35 per cent (of those in print media) and 41 per cent (in television) in the Washington area agreed (where are we failing?!!) and 28 per cent (print) and 30 per cent (television) in the Los Angeles area still think deaf people communicate in Braille.

She came up with some other interesting findings but we prefer to dole it out in small doses. An overdose might be hazardous to your health.

•

Rats. . . . The tradition at Gallaudet which has spanned the years involves the annual "Loose Rat" each spring, of a Preparatory Class rat. This signals the end of the Prep year as the students prepare to move up a notch in the coming fall to the freshman class.

Rat funerals in recent years have become increasingly impressive spectacles. Some have been elaborate enough to make a funeral director weep. After a day of vigil, grim-faced Preps, dressed mostly in black, and joined by some campus dignitaries (the College president and his wife with occasional tear in her handkerchief, for example) then proceed two abreast around the campus and finally emerge through the appropriately shaped and named coffin door of College Hall before heading to the burial site.

And, the point of all this? Well, the faculty committee charged with the sensitive matter of determining the location of the College Learning Center was taken aback recently when an upperclassman objected to the site on the mall . . . because, yes, that is where his class rat is buried!

•

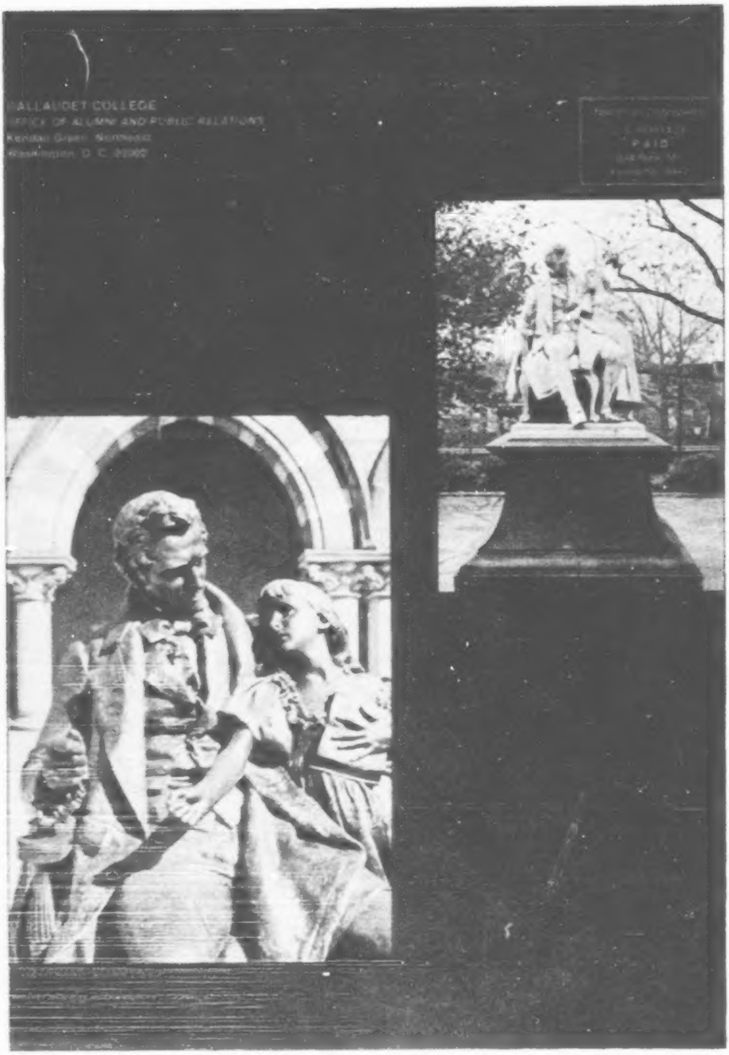
And finally . . . During the 29th GCAA Reunion Ramon Rodriguez and Rosalyn Rosen presented a series of skits representing deaf persons' involvement in the Revolutionary War which marked the birth of this country. Apparently they had done some research (?) somewhere (?) and come up with a few startling historical bits and pieces which we were not familiar with. An example of their version of deaf history follows.

Actually, it was a deaf printer who started the Revolutionary War. You see this deaf printer worked for Ben Franklin and, as you know, during those early days before the conflict, a majority of the colonists were loyal to King George III and were opposed to war with England. Following one minor skirmish in which nine colonists were reportedly killed, Ben Franklin hurriedly wrote the story not realizing that his haste would change the course of history. He gave the story to this deaf printer to handset in type. Now, not only was Ben Franklin's handwriting difficult to decipher, but he spoke with such closed lips (Rod and Roz wouldn't say how they learned that!) that he was impossible to speechread as well.

When the deaf printer came to the figure nine he wasn't sure what Franklin had written and went to check on it. Well, you know how difficult it is to speechread 9, 19, or 90 and the printer mistakenly set 90 when the actual figure should have been nine.

When Ben Franklin discovered the error it was too late. The papers had already been printed and distributed and this information so enraged the colonists that they began switching sides and that led to the start of the Revolutionary War.

For more of Professors Rodriguez' and Rosen's lessons on Deaf History be sure to read the next issue of *Gallaudet Today*. — JRG



GALLAUDET COLLEGE
OFFICE OF ALUMNI AND PUBLIC RELATIONS
Kendall Green, Northeast
Washington, D. C. 20002

MAR 1 1977

Kendall Demonstration Elementary School

Gallaudet College

Kendall Green · Washington, D.C. 20002

Office of the Director

February 24, 1977

Received
3/1/77

Hon. Jennings Randolph, Chairman
Subcommittee on the Handicapped
Senate Committee on Labor and
  Public Welfare
Dirksen Senate Office Building
Washington, D. C. 20510

Dear Senator Randolph:

Enclosed you will find responses to the questions that you referred to me for further elaboration in your letter of February 14th. I am pleased to submit answers to your questions, as well as provide additional materials that I think are relevant.

I took the liberty of seeking the assistance of Dr. Mervin Garretson, President of the National Association of the Deaf, in responding to the question regarding the general attitude of deaf people to the mainstreaming concept. I also took the liberty of adding a few other materials authored by prominent educators of the deaf that I think will enhance much of the testimony that I presented.

I appreciated very much the opportunity to testify before your Subcommittee and stand prepared to do so again at any time in the future should you so desire.

As per other instructions received from your office, I am sending, under separate cover, a corrected transcript of my testimony to Mr. J. M. Powell. Again, thank you very much.

Sincerely,

Robt Davila

Robert R. Davila, Ph.D.
Director

RRD/gf
Encls.

Addendum - 1

Hon. Jennings Randolph
February 24, 1977

Testimony of Dr. Robert R. Davila, Director, Kendall Demonstration Elementary School, Gallaudet College, Washington, D. C. (original testimony before the Subcommittee on the Handicapped, February 7, 1977)

Q. What is the general attitude of deaf people themselves to the mainstreaming concept?

A. Mr. Chairman, in order to provide the Committee with a more relevant response to this very important question, I have asked Dr. Mervin Garretson, President of the National Association of the Deaf and a person who is very much involved presently in the study of the implications of Public Law 94-142, to respond to this question. I am pleased to submit Dr. Garretson's statement as follows:

"As a group, deaf people have quite negative feelings about the overall value of mainstreaming for deaf children. Our contacts with deaf persons in other countries also indicates that these reservations are also reflected by deaf persons in other nations. However, as with any question in any population, it should be observed that there may be isolated exceptions. We are referring to the majority.

"Reference might be made to the President's Column in the January issue of the Deaf American, the official publication of the National Association of the Deaf, copy attached. The sentiments expressed by the President were endorsed by the Board of Directors at the three day meeting in Cincinnati, February 18, 19 and 20, with a position paper to follow.

"Hearing loss is a subtle disability which leads to a communication handicap. Since the entire educative process hinges on successful communication, mainstreaming creates all kinds of problems. This may not be so true for the orthopedically handicapped or the blind child, as when they are placed in a regular classroom they are able to:

1. hear the teacher;
2. hear their classmates in front, behind and all around them;
3. hear and participate in class discussions;
4. hear the educational film being presented that day;
5. hear the principal over the public address system;
6. hear the visiting speaker invited for the day;

7. hear the guide on the class field trip;
8. hear the television or radio program assigned to the class;
9. hear the exchange of friendly chit-chat at recess;
10. hear the quick exchanges when going down the hall between classes;
11. hear the news and gossip during the lunch hour;
12. hear the 'sum up' on the walk home at the day's end;
13. hear the debates or the student body government and run for office or participate in clubs.

"Special provisions are made for all of the above in residential or day schools for the deaf - - the use of signs by teachers and peers for an easy flow of total communication, closed circuit television, captioned (subtitled) films, interpreters, speech therapists, and a general constant give-and-take communicating environment.

"While we understand and sympathize with the need for such handicapped groups as the mentally retarded to move away from the 'institution' set up toward public schools, we have always felt that our schools were more or less public schools, especially in recent years with experiments in partial, continual and reverse mainstreaming, and a great deal of interaction with regular public school programs.

"We are keenly aware that the average Local Educational Agency does not understand the invisible, intricate, and subtle problems arising from the handicap created by deafness. LEA's lack the training and experience - - the insight - - necessary to avoid superficial judgment and surface conclusion which are so common in this area of hearing impairment. Nor do LEA's have the trained staff to adequately meet the needs of the deaf child, the technological supportive services, speech therapists, sign language mileu, audiological support, interpreters, captioning film capacity, and all of this which would be ridiculously expensive for one or two deaf children who would still remain more or less isolated from the mainstream with no real peer group to interact with. This is mainstreaming which in effect leads to no interaction at all."

Addendum - 3

Hon. Jennings Randolph
February 24, 1977

Testimony of Dr. Robert R. Davila, Director, Kendall Demonstration Elementary School, Gallaudet College, Washington, D. C. (original testimony before the Subcommittee on the Handicapped, February 7, 1977)

Q. What percentage of the professional employees of the Kendall Demonstration Elementary School are handicapped?

A. 24.2% - the greater number that constitute this percent involve hearing-impaired persons.

Q. What percentage of the nonprofessional employees of the Kendall Demonstration Elementary School are handicapped?

A. 9.6%

Q. With Public Law 94-142 emphasizing local school placement wherever possible, what effect would this have on Kendall Demonstration Elementary School in terms of its role as a service school for children from the National Capital region and as a demonstration school?

A. We anticipate that our services to the larger community of metropolitan Washington, D. C., will be greatly expanded, and that we will take an aggressive role in providing the special resources which will be needed by local schools as, for the first time, they initiate educational programs for hearing-impaired children. Already we are planning for an early identification program, and a public information service to inform the community of services available through KDES.

As the provisions of P.L. 94-142 are adopted and put into use, the professional staff of KDES will expect to share responsibility for the effectiveness of the several decentralized programs of education of the deaf as they may be established around this area. While implementation of this law could conceivably result in a different placement for some present or prospective KDES students, the net effect on the demonstration aspect of the school would still be a positive one, because we would still be servicing these children indirectly, at the same time that we would be extending our services to many other students, as well as many teachers, parents, schools, and communities not now being reached.

en from the Dec/Jan Issue of The California News, a publication of the California School for the Deaf at Berkeley

THE California NEWS
Ralph F. Nessam .... Editor
Helen Myers .... Associate Editor
Franklin Buck .... Circulation Manager
John Galvan .... Instructor of Offset
Julian Singleton .. Instructor of Letterpress

Guest Editorial

Ben E. Hoffmeyer, *Executive Director*
American School for the Deaf, Connecticut

Residential schools have been unwisely tolerant of the criticism heaped upon them by the self-acclaimed experts in special education circles. They fix the label of "institution" to the residential schools and prejudice parents in not sending their children "off" to these institutions. These "institutions for the deaf" include the most prestigous schools for the deaf in the United States and, not only state schools, but world-reknown private oral schools such as Clarke School for the Deaf and Central Institute for the Deaf.

Is it not contradictory, then, not to classify such exclusive boarding schools as Deerfield Academy, Hotchkiss School, and Philips Exeter as "institutions"? Are affluent parents who send their prep son or daughter to these schools made to feel they are neglecting their child by sending their son or daughter "off" to these institutions?

The deaf of the United States are the envy of the deaf of the world because of the educational programs and the full citizenship they enjoy. What educatonal programs brought all these about—the products of the residential programs.

The residential school provides the opportunity for the deaf student to participate fully and as a first-class citizen in various sports, and student government organization of many kinds. Too often these same students are second-class citizens in the public school setting. They are the students with a handicap—not so in a school for the deaf—they are individuals in a happy community.

Parents have to make a difficult decision when the child leaves home, but thousands of deaf citizens are thankful to their parents for being farsighted, not selfishly nearsighted.

Most residential schools now have a liberal going home policy so the child has the best of two worlds. Many residential schools have some day pupils; a large number of day pupils want to live in because the opportunity to have sincere friends and to be a fully participating school citizen is possible.

It is time to stand up and proclaim that the residential school is still the best comprehensive educational program in the United States.

Reprinted from the American Era

NATIONAL ASSOCIATION of the DEAF
Mervin D. Garretson, President   Charles C. Estes, Secretary-Treasurer   Frederick C. Schreiber, Executive Secretary

President's Message

—Mervin D. Garretson

Public Law

Preliminary regulations are being distributed by the U. S. Office of Education for Public Law 94-142, The Education for All Handicapped Children Act of 1975. Incorporating clarifications and extensive amendments to the previous "mainstreaming" act (P.L. 93-380), the new law becomes fully effective on October 1, 1977.

In essence P.L. 94-142 embodies a vital, necessary, and long overdue piece of legislation which reflects a commitment and a guarantee from Congress and the American people that all handicapped children in this country will receive an individually tailored education at no cost to themselves or their parents. Of particular significance is the mandatory provision of appropriate educational services for a segment of disabled children who across the years have been shuffled from one inadequate program to another, or who have been completely denied access to existing programs on the basis of the inavailability of specialized staff, resources or support services necessary for the education of the severely or multiply handicapped child.

Why then all this concern from the nation's deaf community, including parents, consumers, educators, and other professionals in the area of hearing impairment?

1. The very first problem is that like all blanket-type forms of legislation, P.L. 94-142 tends to generalize over a wide range of disparate disabilities, some with problems diametrically opposite to each other. From an educational standpoint this kind of stereotyping among the handicapped tends to gloss over the frequently subtle and unrecognized learning problems of the deaf child.

2. The strong thrust toward educating all handicapped children in their local school district, in regular public schools with non-handicapped children, however commendable on the surface, frequently tends to work against the best interests of the deaf child. The educative process is primarily auditory-based . . . in regular schools with their classes of 30-35 children, communication is effected through hearing, from the teacher, among the children, in the back of each child as well as in front, on the periphery, through the public address system. Ostensibly this presents no problem for the blind or the orthopedically handicapped child. The deaf child does not hear.

3. The doctrine of the "least restrictive alternative" which permeates the law tends to suggest a heirachy in terms of school settings which discriminates against the deaf child by leaving the impression that special classes, day schools, or public residential programs may be a sort of "last resort" or "point of no return" when in effect some of the most outstanding, successful, and truly exemplary educational programs for the hearing impaired fall in this category. In terms of trained teachers, comprehensive support services, a fully communicating environment and knowledgeable auxiliary personnel these special programs may well offer the least restrictive environment for the deaf child.

4. The individualized education program (IEP) is described in the law as encompassing a great deal more than simply book learning: social adaptation, academic achievement, development of emotional maturity, prevocational and vocational training, activities of daily living, psychomotor and self-help skills and all special need areas as they relate to each disability. What many state and local education agencies do not understand is that physical placement of a deaf child in a group of hearing children does not ensure that the child will become a communicating member of the group.

5. As a rule public school and even special education teachers tend to be relatively uniformed and naive about the full and cumulative impact of the communication handicap faced by the deaf child. Public schools may not realize that in addition to the ongoing curriculum (which itself may need some modification), programming for the deaf child includes courses in manual communication, speech and lipreading, provision of auditory training and related coursework, special approaches to language in order to bridge the early infant years of language impoverishment and the accompanying cultural, social and psychological lag. Involved also are utilization of special media visual supplements, an understanding of light and shade control, adequate acoustics and numerous other considerations such as incidental learning opportunities.

6. The 1974 national census of deaf people places the incidence of deafness at approximately 2 in 1,000, which means that in many school settings the deaf child would be alone, without any real peer group for day-to-day interaction. This raises serious implications in terms of self-concept, personality development, opportunities for competition and leadership, particularly in such intramural activities as debate, drama, student body government and the like. In such situations many deaf children will be operating in a communicative and psychological vacuum.

7. The problem of low incidence leads to questions about the cost-effectiveness of wholesale mainstreaming. How does one justify costs for one or two deaf children in a regular public school classroom, first in terms of a lackluster education, then for CCTV (closed circuit television) to supplement the audio access to public address systems, or perhaps the cost would be for a couple of interpreters. That is, if we understand the law to assure an equal and appropriate education. What of the expense of captioning (or subtitling) educational and other films shown in the regular classroom which otherwise would be meaningless to the deaf child? The cost of interpreting on field trips, for visiting speakers, other routine matters, costs of such support services as a speech therapist, audiologist, communications specialist and others—for one or two isolated deaf children? What of the cost in terms of lost professional time, poor scheduling for an extremely thin population of hearing impaired children, to say nothing of social and emotional costs which include the parents as well as the child. It would require special classes, schools or residential programs, including consolidation of local education districts which is permitted by the law, to make for a meaningful and cost-effective educational program for the child, the professional, the parent, and the school system itself.

8. Very little has been said of what I call "the unwritten curriculum." On the average, a school child spends four hours or less per day in actual classroom setting. What of the other 20 hours in each day, and the weekends and holidays when the child is not in a classroom? It has been reported that children are glued to the boob tube, television, approximately 30 hours a week, in addition they learn from peer exchanges, incidental talk, the radio, the store, from family discussions, from the telephone—all of which may account for some 90 percent of the hearing child's actual education. Where does that leave the deaf child? The most conducive environment for the hearing impaired child has to be that in which he has a clear and visual communicating environment with peers, teachers, staff members and others so that the child will be able to at least approximate some of

the resources the hearing child has to this unwritten curriculum.

These are but some of the concerns we have about P.L. 94-142 as it relates to the deaf child. For example, architectural barriers for the blind or paraplegic may be modified or completely removed as a one-time expense. Communication barriers on the other hand are a continuing, recurring cost that isn't done just by building ramps or adding elevators. As long as the law is with us, a great deal of work needs to be done to ensure that the deaf child does indeed receive a free, appropriate education which meets his unique needs.

Senator RANDOLPH. Dr. Moriarty and Dr. Hawkins.

I am sure it will be understood by our guests that Dr. Moriarty and Dr. Hawkins receive a special welcome because they are West Virginians.

I am sure none of you will be upset by that reference.

Dr. Joseph Moriarty, director of Research and Training Center, Institute, W. Va. The West Virginia Rehabilitation Center is near Charleston, W. Va. Take a moment to talk about that and what is being done.

STATEMENT OF JOSEPH B. MORIARITY, PH. D., DIRECTOR, RESEARCH AND TRAINING CENTER, INSTITUTE, W. VA., AND ROBERT HAWKINS, PH. D., PSYCHOLOGY DEPARTMENT, WEST VIRGINIA UNIVERSITY, MORGANTOWN, W. VA.

Dr. MORIARTY. Thank you, Mr. Chairman. It is a real honor for us to be here. As of course, you know, Mr. Chairman, the facility that we have at Institute is one of the few facilities of its kind in the country. It is a large comprehensive multidisability center that tries to bring together under one roof virtually all of the services that are needed in order to bring about effective comprehensive vocational rehabilitation.

We are quite proud of our record of achievement there. As a result of your help and that of others, we were fortunate to expand considerably the facilities that are present, the physical plant facilities, and more importantly we have been fortunate to deepen and broaden the comprehensive nature of the vocational rehabilitation program that we have at that rather unique facility.

Senator RANDOLPH. I thank you very much, Dr. Moriarty. How many persons are involved in your center?

Dr. MORIARTY. The total program, sir, at any one time we serve approximately 350 residential clients, and we have approximately 100 that would come in on a day-to-day basis.

Senator RANDOLPH. You have facilities that you feel are adequate to do the job then?

Dr. MORIARTY. I do not think we ever feel that the job can be adequately discharged. We certainly are proud of where we have come to, and as the creativity of the staff and as the needs become increasingly apparent, of course we might see the day when we would have to expand further.

Senator RANDOLPH. We know you have a good record there.

Dr. MORIARTY. Thank you.

Senator RANDOLPH. We know the type of work you are doing, and we commend you.

Dr. Hawkins, will you give us your testimony. You are a psychologist?

Dr. HAWKINS. That is right.

I am in the psychology department at West Virginia University. I am coordinator of the training program for clinical child psychologists, which is why I am particularly interested in what is being considered here.

It is clinical and therefore deals with handicaps, and it is child oriented, and the relevance of that will be obvious as we read the testimony.

We are very honored to have the privilege to address this committee. We appear here in two capacities. First, we are parents of children born with birth defects. I have a profoundly retarded child. Dr. Moriarty, a child born with orthopedic defects. Second, we are workers in the field of the physically and mentally handicapped. Our general purpose is to speak to a void—a limbo if you will—in this country's attempt to provide needed services to the handicapped. The limbo is the period between birth and school age.

In short, there is critical need for comprehensive integrated services that would address: (1) identification, (2) treatment, and (3) prevention of either the handicap itself, or the needless hardship that handicap produces later on in life for the handicapped, their families, and society at large.

We are speaking to this need, being acutely aware of the growing concern about the proliferation of Federal programs. On this point it should be made clear that what we are talking about is not a large new program. Rather, we are speaking much more modestly about establishing a small-scale innovative approach that will experiment to find the best approach to fill the void to which we refer. The experiment would involve establishing a limited number of model comprehensive early childhood centers for handicapped children.

To give an idea of what we are talking about, consider the all-too-real case of a 6-year-old girl now living in West Virginia. She was born with a hearing impairment that was not identified until last August. Because she did have some residual hearing, over her first 6 years she learned to respond to and make some speech sounds, although she was very difficult to understand. She received her hearing aid last October. However, research shows that the critical period for language development—that is, the early preschool years—had already passed. So here we have a child who, at age 6, is delayed in speech and language. And needlessly so. But it does not stop here. The child has now fallen so far behind that placement in a class with children her own age is not possible. So a physical handicap has now escalated and become an educational handicap. And we fear it might later on escalate further to a vocational and emotional handicap. All this needlessly so. In the case of this particular child, due to lack of a full-time intensive program in deaf education, the only placement suggested was in a class for the mentally retarded even though testing shows she is not retarded.

For other examples we draw on our direct experience. I am working with a rural school district in West Virginia to assist in developing educational programs for the severely and profoundly disabled. We are hoping to design a model program that can be set up around the State, where it can assist districts in every county in establishing high quality education for our most disabled. As you know, it is extremely difficult for the school systems in West Virginia to fulfill their obligation to provide education for severely and profoundly retarded especially. The education at that level is so different from anything the schools have had responsibility for in the past.

In the process of reviewing possible pupils for the program, we discovered several severely and profoundly retarded children who have never received educational services. It is quite evident to the staff that some of these children would be less retarded if their parents had been given more assistance in stimulation and training of the child when he/she still was an infant. Thus the need for early intervention—ideally from the day of detection—with parents so as to prevent handicaps from snowballing and becoming worse than they need be. One youngster, 18 years of age, only mildly retarded—he could even read a little bit—he had received only one semester of school in his 18 years. The reason for that was not because of his retardation; it was because he was hyperactive and the school did not know how to deal with it.

Senator RANDOLPH. What has happened to him?

Dr. HAWKINS. We cannot serve that child, because he is not classified as severe and profound. We made rather strong recommendations to the school district that they find services for him, but I have not asked recently what actually came of that.

I am fairly confident the answer will be disappointing. He is 18 now. The parents are not asking for anything. They are not going to press the school district.

One of the things we would like to see a comprehensive child center do is educate parents as to what their rights are, what they can insist on.

Senator RANDOLPH. Is that a real problem, lack of knowledge by the parent?

Dr. HAWKINS. Definitely.

Senator RANDOLPH. This is a new element that I had not quite thought of.

Dr. HAWKINS. Absolutely. As a matter of fact, the thing that got this school district to ask us to help them is that one of the parents threatened to sue. If they had not, we would not be there helping them, and they still would not be providing the education.

I am not condemning the schools. This is a fantastically difficult job for them. They do not know how to get started.

Dr. MORIARTY. In the course of our child's having been operated on many times, it has been my sad experience to sit in the waiting room with parents, as we are waiting for our child to come out of surgery, and to experience the total lack of knowledge and information on the part of some parents, particularly some of our plainer people. They are tragically unaware, for example, that there is a thing called vocational rehabilitation, that might later on in life be a major resource for them. They are unaware, for example, of crippled children's services that they may avail themselves of right now.

I can attest, with almost tears, as to profound lack of needed information among many parents of handicapped children.

Dr. HAWKINS. We think one major responsibility of this early childhood center that we wish to see established would be to take aggressive affirmative action to find handicapped children, find them very early, and then keep track of those children so that at the key points in their lives they are put in touch with the services that they are going to need. And they do not "get lost in the shuffle" somewhere down the road.

So when a person becomes 18 and is interested in a job, but maybe needs some vocational rehabilitation, there is an agency aware of that need, and the person is put in touch with that service.

A comprehensive center for handicapped children must also provide badly needed assistance to schools as they try to discharge their responsibility for education of all Americans—handicapped included. By early detection and treatment—from birth if possible—the incidence of educational handicaps could be drastically reduced. Also, by early comprehensive identification, planning, and treatment, the task of mainstreaming the handicapped child into the school system and society can be made much easier. Thus, the goal is that when the child reaches school age, he/she will be accompanied by an already developed, individually tailored, educational program with the center obligated to assist in its implementation. This way precious time will not be wasted, as it is now when the school has to start from scratch with little or no background information to go on.

We ask the subcommittee's indulgence if we dwell on some of our experiences in West Virginia. Although our State proudly looks to an age of renewal, we are combating a legacy of poverty, inadequate transportation, and insufficiently funded education systems. This results in parents, and even professionals, knowing little about the limited services that are available to remedy or prevent handicaps. And when we do know of services, the inaccessibility of the services is a serious impediment. But we feel that our experiences are similar to those in other States in Appalachia and in some other rural States as well. Even in more urban States where services may be physically present, need exists for integrating these services around the needs of the handicapped rather than the administrative convenience of agencies or professions. Some of the other testimony here relates to organizing the services around the actual needs of the handicapped, rather than preconceptions about what would provide an efficient service.

A mother, infant in arms, suspects something is wrong with her child. A visit to her family physician confirms her suspicions. A referral to a pediatrician. A waiting list. A visit. Another referral to an orthopedist. Another waiting list. Another visit. A referral to a neurologist. Another waiting list. Another visit. A referral to a psychologist. Another waiting list. Another visit. A referral to a speech and hearing specialist. Another waiting list. Another visit. Even for well-informed parents, picking their way through the bewildering maze of services can be a frustrating ordeal consuming precious months or more. For the less well informed, the maze can be so overwhelming and confusing that the search is given up.

Even for the more stalwart parent who perseveres, seldom are they given the chance to deal with the attitudes that they or the rest of the family may be developing toward the handicapped child. Confusion, guilt, shame, denial, concern over what will my child be like when he grows up. These are some of the emotions and attitudes that tug at the parents and families.

Concrete, when freshly poured, is pliable and subject to change; so, too, are family attitudes. If allowed to set in negative ways, they resist future change and can create barriers to subsequent rehabilitation equal to or greater than the handicap itself. As an example, a large bank in New York City has for years pursued an enlightened policy of recruiting and hiring persons with handicaps. "It's the family," the person in charge of the program said, "that often is the big problem. They often wrap the person in big wads of bunting and panic at the thought of the handicapped leaving their protection to enter the work world." We submit that these attitudes get formed and solidified very early out of ignorance, fear, and anxiety over the uncertainty which the future may hold. To combat ignorance the center can provide support as well as accurate information sensitively communicated; for fear, early direct treatment that would minimize the effects of handicaps; for anxiety, realistic assessment and long-range planning that avoids needless overprotection at one extreme or dangerous denial at the other.

We respectfully submit that such a program of a model comprehensive center for the preschool handicapped would represent a significant step toward finding out how best to fill the critical void that, in our judgment, currently exists.

We preach: An ounce of prevention is worth a pound of cure. It is time we, as a nation, started to practice what we preach for our preschool handicapped children.

Thank you.

Senator Randolph. I will branch off for a moment. You do not know how many voices have been heard supporting an energy policy for the United States of America. I will not tell you the years that have gone by. The Mid-eastern embargo awakened people temporarily. During World War II, submarines prowling along the east coast New England waters stopped even then the flow of petroleum products into our country when we were less mobile than now.

Programs started in gasification, liquefaction, use of West Virginia coal for motor fuel in automobiles, aviation fuel in aircraft, and the use of shale for oil. Then we go back to what we were doing, thinking there is no reason to be alarmed.

This is another area, of course. But so very often we act, Dr. Moriarty and Dr. Hawkins, after the fact rather than before the fact.

You see we knew generally what had been our responsibility, but we failed. And then comes a severe winter, as now, and we are caught by conditions that should not have prevailed.

The learning process is long in developing.

I remember when I introduced the constitutional amendment in 1942 to give young people, 18, 19, and 20 the right and responsibility to participate in the voting process in our country. Do you know when my resolution actually passed the Congress and became law?

Dr. Hawkins. About 3 years ago, as I recall.

Senator Randolph. 1971. So almost 30 years went by before we could even have that basic participation written into the law.

So it goes. It is very easy for us to become frustrated and walk away from the challenge. The reason I am talking as I am today is because you two gentlemen have not done that. You could go to other areas, I know that. I know your dedication to working there and doing this job.

Because if it is done there, it can be done anywhere. This is what is important.

You have proved yourself. You have proved that what you believe in has a validity.

Now if legislation were developed to establish a limited number of these comprehensive early childhood centers, would you be able to give members of the subcommittee some estimate of what the cost involved might be to establish a limited number. Both of you might address this question.

Dr. Hawkins. I am not an expert on that kind of thing, and I would feel that at least a year of planning would be necessary, involving a lot of different West Virginians, those involved with many different handicapped populations, in this planning process.

Senator Randolph. That would make it less expensive, would it not?

Dr. Hawkins. There is no point in duplicating existing services. So I think that a lot of planning would have to go into it. I would guess that probably a year. A facility—or rather the facilities, for I do not think it would probably be all in one location if it is going to serve all of West Virginia—I suppose is something like $2 or $3 million. An annual budget for such a facility, I would be hesitant to estimate.

Dr. Moriarty. Particularly in a State such as our own State, regardless of where the physical facility is, the critical importance is bringing services to the people. We would entertain the possibility of having satellite centers, so we could bring services to people rather than to pursue the habits that we have of trying to demand that a mother with a child travel 200 or 300 miles to get to these services. I think this would be a critical component of it. Again it would cost. I think it would be a critical ingredient in what we would need to get the job done.

Dr. Hawkins. As you know, Senator, if you look all the way across West Virginia, you can find almost any kind of service for handicapped. You cannot find some things that some States have, but you can find an awfully wide range. But that does not mean it is accessible to the people. People have to drive long hours through those winding roads around the hills. They just do not do it.

I would think that a center like this would have a very strong outreach aspect to it. I think that would be more important than in most States, and probably satellite centers would be one approach to that. Mobile units would be another. And all of that kind of decision would have to come through in the planning. So estimating the cost now is difficult.

Senator Randolph. We are going to be calling on you for continuing counsel.

We will need your assistance to fit together a realistic program.

We are very grateful for your coming. We wish you well in coming from the hills where it is still cold. We had 4½ feet of snow in my home town.

Dr. Hawkins. Preston County has had something like 180 inches of snow.

Senator Randolph. Thank you.

Whatever you want to give us as additional material, other than what you have spoken or prepared for us, we want to receive it.

Dr. Hawkins. Thank you, Senator.

Dr. Moriarty. Thank you.

Senator Randolph. Thank you very much. The best to your families. In your families you have the personal problem which gives you an understanding and causes you to go beyond your family to help others. We are very grateful.

Dr. Moriarty. Thank you.

[The joint prepared statement of Dr. Hawkins and Dr. Moriarty follows:]

Statement

Respectfully Submitted

To

THE SUBCOMMITTEE ON THE HANDICAPPED

OF THE

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

ON

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Presented By

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Professor of Psychology
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And

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FEBRUARY 7, 1977

SUMMARY

Current Problem Areas Facing Pre-School Handicapped
And
How A Comprehensive Center
Would Approach Those Problems

	Current Problem Areas		A Comprehensive Center Approach
1.	Burden is on parents to find and get needed services.	1.	Burden would be on Center to seek out parent and child from day of birth if possible, through aggressive outreach, high risk registers, etc.
2.	Services (when available) are not integrated. Often hit and miss with services widely scattered.	2.	Center would be mandated to organize services around needs of the child and his/her family.
3.	Services are often limited to diagnoses (labels). Giving children diagnoses is of little value if called-for services are not available.	3.	Center would be expected not just to diagnose but to see to it that called-for services are provided.
4.	Services for pre-school handicapped are often limited to medical aspects.	4.	Center should be comprehensive: medical, educational, social, psychological.
5.	Services often are limited to child.	5.	Center should be required to serve not just child but parents, family, and (when necessary) the community as well.
6.	Current university-based centers often focus on developing knowledge that can't be used.	6.	Center should emphasize applied research and research utilization or practice what we already know.
7.	Educational and related services are often delayed until school age, sometimes irreversible damage has already been done; school's job unnecessarily made more difficult.	7.	Educational/training services would begin at earliest possible age (e.g., infant stimulation).
8.	Little effort is directed to educational mainstreaming until school age.	8.	Work toward mainstreaming would begin as soon as possible.
9.	Little emphasis on primary and secondary prevention.	9.	Clear expectation that scope of the Center has primary and secondary prevention as part of its work.
10.	Little systematic effort to determine ultimate payoff for different patterns of service, e.g., does a tax dollar spent on a structured program of infant stimulation save two dollars in special education costs at age six or three dollars in vocational rehabilitation costs at age 18?	10.	Center (e.g., through follow up) could develop estimates of how to get most return for tax dollar spent, e.g., given a limited amount of dollars, what areas of investment are likely to produce greatest payoff later on?
11.	Limited attention to handicapped parents with non-handicapped children, e.g., two deaf parents with normal hearing child.	11.	Center would develop practical program to help with handicapped parents.
		12.	Administrative control of Center should not be under this or that profession or academic discipline. Consumers should have major role in Center's policy and direction.
		13.	Center should produce models of service delivery that can be used elsewhere. It should disseminate its work widely, encourage others to see what it is doing, provide technical assistance to those seeking to put its work into practice.
		14.	Center should be expected to develop comprehensive educational programs for consumers (e.g., advocacy training, parent training) and for professionals at preservice and inservice levels.
		15.	Center should be expected to objectively evaluate its work, e.g., what effects a service or service pattern produces.

It is a deep honor and privilege to appear before this distinguished Subcommittee on the Handicapped.

We appear here in two capacities. First we are *parents* of children born with birth defects. Dr Hawkins has a profoundly retarded child. Dr. Moriarty, a child born with orthopedic defects. Second we are workers in the field of the physically and mentally handicapped. Our general purpose is to speak to a *void*–a limbo if you will–in this country's attempt to provide needed services to the handicapped. The limbo is the period between *birth* and *school age*.

Basic Need

In short, there is critical need for comprehensive integrated services that would address:

(1) **identification,**

(2) **treatment, and**

(3) **prevention** of either the handicap itself, or the needless hardship that handicap produces later on in life for the handicapped, their families, and society at large.

We are speaking to this need, being acutely aware of the growing concern about the proliferation of federal programs. On this point it should be made clear that what we are talking about is not a large new program. Rather, we are speaking much more modestly about establishing a *small scale* innovative approach that will experiment to find the best approach to fill the void to which we refer. The experiment would involve establishing a *limited number of* model comprehensive early childhood centers for handicapped children.

Case Examples in West Virginia

To give an idea of what we are talking about, consider the all-too-real case of a six year old girl now living in West Virginia. She was born with a hearing impairment that wasn't identified until last August. Because she did have some residual hearing, over her first six years she learned to respond to and make some speech sounds, although she was very difficult to understand. She received her hearing aid last October. However, research shows that the critical period for language development (i.e., the early pre-school years) has already passed. So here we have a child who, at age six, is delayed in speech and language. And needlessly so. The child has suffered untold hardship. And needlessly so. But it doesn't stop here. The child has now fallen so far behind that placement in a class with children her own age is not possible. So a physical handicap has now escalated and become an *educational handicap*. And we fear it might later on escalate further to a *vocational and emotional handicap*. All this needlessly so. In the case of this particular child, due to lack of a full-time intensive program in deaf education, the only placement suggested was in a class for the mentally retarded even though testing shows she is not.

For other examples we draw on our direct experience. One of us is working with a rural school district in West Virginia to assist in developing educational programs for the severely and profoundly disabled. In the process of reviewing possible pupils for the program, we discovered several severely and profoundly retarded children who have never received educational services. It is quite evident to the staff that some of these children would be *less* retarded if their *parents* had been given more assistance in stimulation and training of the child when he still was an infant. Thus the need for early intervention–ideally from the day of detection–with parents so as to prevent handicaps from snowballing and becoming worse than they need be.

A comprehensive center for handicapped children must also provide badly needed assistance to *schools* as they try to discharge their responsibility for education of *all* Americans–handicapped included. By early detection and treatment (from birth if possible) the incidence of educational handicaps could be drastically reduced. Also, by early comprehensive identification, planning, and treatment, the task of mainstreaming the handicapped child into the school system and society can be made much easier. Thus, the goal is that when the child reaches school age, he will be accompanied by an already developed, individually tailored, educational program with the center obliged to assist in its implementation. This way precious time will not be wasted as it is now when the school has to start from scratch with little or no background information to go on.

Needs in Other Regions

We ask the Subcommittee's indulgence if we dwell on some of our experiences in West Virginia. Although our State proudly looks to an age of renewal, we are combatting a legacy of poverty, poor roads, and poorly funded education systems. This results in parents and even professionals knowing little about the limited services that are available to remedy or prevent handicaps. And when we *do* know of services, the inaccessibility of the services is a serious impediment. But we feel that our experiences are similar to those in other states in Appalachia and in other rural states as well. Even in more urban states where services may be physically present, need remains for *integrating* these services around the needs of the handicapped rather than the administrative convenience of agencies or professionals.

A mother, infant in arms, suspects something is wrong with her child. A visit to her family physician confirms her suspicions. A referral to a pediatrician. A waiting list. A visit. Another referral to an orthopedist. Another waiting list. Another visit. A referral to a neurologist. Another waiting list. Another visit. A referral to a psychologist. Another waiting list. Another visit. A referral to a speech and hearing specialist. Another waiting list. Another visit. Even for well-informed parents, picking their way through the bewildering maze of services can be a frustrating ordeal consuming precious months or more. For the less well-informed, the maze can be so overwhelming in its confusion as to cause a giving up of the search.

Even for the more stalwart parent who perseveres, seldom are they given the chance to deal with the attitudes that they or the rest of the family may be developing toward the handicapped child. Confusion, guilt, shame, de[illegible] concern over what will my child be like when he grows up. These are some of the emotion[illegible] attitudes that tug at the parents and families.

Concrete, when freshly poured, is [illegible] and subject to change; so too, family attitudes. If allowed to set in negative ways, they r[illegible]ure change and can create barriers to subsequent rehabilitation equal to or greater than th[illegible]cap itself. As an example, a large bank in New York City has for years pursued an enligh[illegible]s policy of recruiting and hiring persons with handicaps. "It's the family," the person in cha[illegible] of the program said, "that often is the big problem. They often wrap the person in big wads of bunting and become panicked at the thought of the handicapped leaving their protection to enter the work world." We submit that these attitudes get formed and solidified very early out of ignorance, fear, and anxiety over the uncertainty which the future may hold. To combat ignorance the Center can provide support as well as accurate information sensitively communicated; for fear, early direct treatment that would minimize the effects of handicaps; for anxiety, realistic assessment and long-range planning that avoids needless overprotection at one extreme or dangerous denial at the other.

We respectfully submit that such a program of model comprehensive center for the preschool handicapped would represent a significant step toward finding out how best to fill the critical void that, in our judgment, currently exists.

We preach: an ounce of prevention is worth a pound of cure. It's time we, as a nation, started to practice what we preach for our pre-school handicapped children.

Senator RANDOLPH. Mr. Bliton, Mr. Anderson, Dr. Audette, accompanied by Dr. Schipper and Dr. Wilson.

We are very gratified that you have come to give your testimony.

STATEMENT OF GILBERT BLITON, PRESIDENT, NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION (NASDSE), WASHINGTON, D.C., ACCOMPANIED BY ROY ANDERSON, ADMINISTRATOR, MINNESOTA STATE DIRECTOR OF SPECIAL EDUCATION, ST. PAUL, MINN.; DR. ROBERT AUDETTE, STATE DIRECTOR OF SPECIAL EDUCATION, BOSTON, MASS.; DR. WILLIAM V. SCHIPPER AND DR. WILLIAM WILSON, NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, WASHINGTON, D.C., A PANEL

Mr. BLITON. Thank you.

I am Gil Bliton, the director of special education for the State of Indiana, and president of the National Association of State Directors of Special Education.

I represent today and will attempt to reflect the collective opinions of the 50 States and 7 extra-State jurisdictions which have legal responsibility for the administration, supervision, and consultant services to the Nation's special education programs.

Seated with me today are Mr. Roy Anderson, Minnesota Department of Education; Robert Audette, Massachusetts Department of Education; Bill Wilson and Bill Schipper, National Association of State Directors of Special Education central office staff.

While I will speak collectively for State education agency special education divisions, Mr. Anderson and Dr. Audette will speak specifically for their respective State departments of education.

We appreciate this opportunity to testify before you regarding congressional oversight on programs for the handicapped. We will speak specifically to two provisions within Public Law 94-142 and three programs contained within Public Law 93-380.

My testimony will reflect national consensus of State directors of special education through surveys and reports which we have compiled or which are in the process of being compiled by our national office staff. We will provide all of the information collected through these surveys to the committee staff.

First, I want to express the appreciation and admiration of the NASDSE membership for the dedication and commitment of this committee in its continuing efforts on behalf of handicapped children. The Education Amendments of 1974 and the Education for All Handicapped Children Act of 1975 have done much to assist the States in their goals of improving and expanding special education services and programs. We share with you the goal of achieving an appropriate educational program for every handicapped child at the earliest possible date.

Senator RANDOLPH. At that point, let me interrupt you.

In our committee there is an intense interest in the subject matter of the subcommittee hearing today. Our chairman, Senator Harrison Williams, has been a leader in this type of program as well as in the overall jurisdictional matters that have come before our committee. Other members, without regard to party affiliation, are constantly giving their input.

Even though we do not have more members here in person today, I can assure you there is this intense interest. The staff is here, and these people will be working with you to make further progress.

I just want the record to reflect that.

Mr. BLITON. Thank you.

We are very appreciative of that fact.

In preparation for testimony today, our national office staff analyzed surveys of State Department of Education Special Education personnel and collected their views and concerns on the above-mentioned acts. We will report their opinions on specific provisions of child count requirements of Public Law 94–142, the preschool incentive provision of Public Law 94–142, and discretionary programs contained within Public Law 93–380, specifically regional resource centers, early childhood education, and special education manpower development.

CONCERNS AND RECOMMENDATIONS REGARDING PUBLIC LAW 94–142

As administrators responsible for implementing the law, we have a strong concern regarding child count procedures as stated in the law and proposed regulations. Specifically, I am referring to the requirement for an unduplicated count, lack of a provision for a cumulative count, and the October 1 child count reporting date.

The unduplicated count does not accurately reflect this number, extent and costs of special education services being provided handicapped children in the Nation's public school program. For example, under the unduplicated count requirement, the handicapped child who is receiving services in a special educational resource room and speech pathology services may only be counted once, though the child is receiving two different services.

A survey being conducted by NASDSE, which has returns from 35 State education agencies as of today indicates the recently completed October 1 child count does not reflect 396,000 handicapped children who received multiple special education services.

Another more important point is the lack of a provision for a cumulative count of children receiving special education services. The law stipulates that States must report the number of handicapped children receiving special education services on October 1 and on February 1. An average of the two counts is used to determine funding entitlements. This means that children who have been served in between the timeframe but are not enrolled for services on those 2 days are not counted.

In the past, States have reported counts on State plan amendments which are cumulative. For example, a speech and hearing clinician may have only 80 children enrolled in therapy at any given time but, by the end of the year, would actually have provided services to a much greater number of children.

Our survey shows that an estimated 380,000 handicapped children in 35 States may not be reflected as receiving special education because of the noncumulative count stipulation.

Additionally, we recommend dropping the twice-count—October 1–February 1—provision in favor of a single count reporting date since this does not accurately reflect the numbers of children served by LEA's and, therefore, serves as a barrier to the flow of funds.

Further, averages complicate a process designed to insure programs and services to handicapped children. One counting period moved forward to a more realistic time period but not sooner than December 1 would insure a more accurate data base and subsequent services to children. A number of pertinent factors precipitate this recommendation.

The problem with the October 1 count is that it comes within 1 to 3 weeks of the opening of the school year. Therefore, locals cannot reflect a true count.

One. Early in the school year some school districts may not be at full staff. As the year progresses and the staff is employed, more children will be placed in programs.

Two. Some itinerant staff, even though working from the beginning of the year, because of screening and diagnostic work, may not have the full caseload developed.

Three. New classes and time consuming due process requirements, including parent notification and involvement, cannot always be completed prior to the October 1 counting date.

Our data shows that more than 299,000 handicapped children currently receiving services in 35 States were not reflected in the October 1 count for many of the reasons cited above.

We will next speak to the discretionary programs administered by the Bureau of Education for the Handicapped. We generally support all of these programs, but will speak specifically to the regional resource center program, special education manpower development, and early childhood education programs.

State directors of special education strongly endorse the continuation of the regional resource centers. The centers in the southwest and northwest have been especially effective in assisting State departments of education which have small State staffs in serving a number of handicapped children in rural and remote areas.

A recent survey conducted by NASDSE shows that 36 of the 37 State directors who responded to a questionnaire consider the assistance they have received from the RRC's sufficiently important to warrant continued funding. Final results of this report will be made available to subcommittee staff.

Public Law 94–142 and Public Law 93–380 both stipulate that handicapped children are to be educated with nonhandicapped children to the maximum extent appropriate. Statistical data reported recently to Congress by the Comptroller General of the United States indicates that the trend toward placing children in the least restrictive environment is increasing.

Most contacts that handicapped children have are with regular classroom teachers. This amount of contact is increasing, and since most public school teachers have not had training in special education, State directors of special education see the need to provide special education skills to the Nation's regular classroom teachers as critical to the success of Public Law 94–142.

In a recent survey, 53 of 56 State education agencies indicate they strongly support the concept of providing regular classroom teachers with in-service programs to develop skills necessary to help recognize and teach handicapped children. Therefore, NASDSE supports a greater emphasis of Federal part D moneys to meet this need in the Nation's public schools.

The early childhood education program speaks to a critical area of each State's goal of establishing a full service program for all handicapped children.

NASDSE is currently surveying the States to determine the scope of early childhood programs within each State and the support for programs of early intervention from State legislatures and from other State agencies. We have received returns from approximately half the States. These returns reflect the following:

Many State legislatures have been slow in moving toward mandated early childhood programs because the advantages of early intervention has not been firmly established and communicated to them.

Many local boards of education are questioning early childhood education as an appropriate role of local education agencies.

There is a wide variance among States of the percentage of handicapped children zero to 5 who are receiving special education services.

The preponderance of handicapped children zero to 5 currently being served are in the upper limits of this age group, weighted heavily by children served through kindergarten.

States need the assistance of Federal early childhood programs to move more actively into full service for children zero to 5 years of age. The 200 Federal projects currently in operation will help verify the advantages of early intervention.

The fact that $50 million was requested in proposals to BEH in this area in the past year reflects the tremendous need for additional services. At this time, only 14 State education agencies, SEA's, have implementation grants to assist their efforts in carrying out comprehensive early childhood programs.

It is our feeling that all SEA's need help in implementation of early childhood programs. Therefore we support the continuance of the early childhood programs at the Federal level until early childhood education for handicapped children can be supported financially by local and State governments.

In closing, we would like to thank the committee again for the opportunity of testifying. Our national office staff will be pleased to work closely with your staff on supplying any additional information you might desire.

Senator RANDOLPH. I believe in my absence you were mentioning some States. Would these problems with child count procedures apply to all States?

Mr. BLITON. Yes. I stated we have returns from 35 States in this particular survey that we are operating at this particular time, and in those 35 States these counting procedures that I mentioned have been problems. I would assume that when we get the information from the other States that the same thing will be true. There appears to be large numbers of children who are not being counted by the States with the procedures that are being used at this time.

Senator RANDOLPH. That is helpful to us.

Of course we have the mandate, Public Law 94–142. What is the greatest manpower need or womanpower need?

Mr. BLITON. I think probably the prime need that we would see at this time, particularly in the implementation of 94–142, with providing programs within the least restrictive environment for all children, would be the need to provide a very intensive program of inservice training to regular classroom teachers and administrators to assist them in fulfilling this role.

Senator RANDOLPH. When will you finish that study?

Mr. BLITON. I would imagine within the next week, week and a half.

Senator RANDOLPH. Could you give us a copy of your findings?

Mr. BLITON. Yes.

Senator RANDOLPH. It will be helpful as we pull these points together.

Mr. BLITON. Dr. Audette is next.

Dr. AUDETTE. Mr. Chairman, I sincerely appreciate the opportunity to testify before you today regarding implementation of Public Law 93–380, and Public Law 94–142. First let me say that those of us who are responsible for education of handicapped children in Massachusetts very much needed the support which you have provided to us by passage of both of these statutes. The Massachusetts Legislature passed comprehensive special education legislation in 1972. Chapter 766 became effective in September 1974. In 2 years we have moved from serving approximately 80,000 children or 7 percent of our overall population to over 160,000 children or 14 percent of our children in special education programs.

Public Law 93–380 and Public Law 94–142 reaffirm for us the rightness of our law and of our implementation activities.

My primary concerns do not relate to either the magnitude or purpose of either of these statutes. Rather I am concerned that the interpretation of the law and the regulations which are forthcoming reflect a sensitivity to the various stages of implementation across the 50 States, and the unique governance, organization, and resources of each State. In my judgment Public Law 93–380 and Public Law 94–142 require positive outcomes and protections for handicapped children.

Narrow interpretation of law, and overspecific regulations in fact negate such outcomes. In our State we have a provision in our regulations which allow local school districts to request permission to perform certain functions in a manner different than specified in the rest of the regulations. In order to receive such permission, a strong case must be made to the State department of education that such permission would not counter the intended outcomes of the law. This flexibility has provided opportunities for creative solutions to children's problems without compromising one bit on the protections afforded them under our statute. Such a Federal provision would go a long way toward assuring effective implementation of Public Law 93–380 and Public Law 94–142.

One final, important, and sensitive point from the State of Massachusetts. We have chosen not to label children. All of the protections and procedures of our law are consistent with what is required under Federal law. We count children, however, by the amount and type of special services which they receive. This approach avoids the stigmatizing effects of labeling and provides a much more accountable track between services and dollars.

Interpretation of Public Law 93–380 and Public Law 94–142 has required that we must report by labels. I contend this information does not provide anyone in the Federal Government with a basis for evaluating our efforts for handicapped children.

We do not seek a decision for others to count children in our way. We do believe, however, that we are aggressively responding to your intent in developing these statutes and we seek relief from reporting requirements which represent a step backward for our State.

Thank you for your consideration.

Senator RANDOLPH. We want to go into this matter of so-called labeling. Very quickly I can agree with you in general. We will check these matters. Redtape is involved?

Dr. AUDETTE. Yes, sir, because the individual education plan that is required under the Federal and State statute provides that for every child, when they are being evaluated, that a very specific list of what services that child requires is built into that plan. Thus, we have for the last 2 years not been calling children anything but rather describing what they need. Now we are being told that on top of that effort, after we decide what Johnny needs, we must call him something, or we cannot receive any Federal money. Our parents and consumer organizations have already testified to this issue—they do not want the label, they do not want to take a step back to a labeling system.

Our feeling is that we can provide the Federal Government with accountable information on what we are in fact doing for handicapped children.

One further point on that, Mr. Chairman, and that is that Public Law 94–142 requires an intensive amount of interagency cooperation. The history of poor interagency cooperation has been very much tied to labeling. Agencies would fight over whether they serve retarded or disturbed kids. In the process of disagreeing on diagnosis the child would not be served. In a system as we have designed it in Massachusetts, we talk about who is responsible for what services and consequently there is a much sounder basis for interagency negotiation and getting service delivered to children right away.

Senator RANDOLPH. We did not have your statements prior to the meeting today. We will perhaps have questions for the record.

Mr. Anderson.

Mr. ANDERSON. I am Roy Anderson from the State of Minnesota. I am an employee of the State Department of Education. My role is that of administrator of State and Federal programs for handicapped children in our State, We too appreciate the opportunity of expressing our support and concerns to the committee. We have presented written testimony, which you just got this morning. I know you have not had a chance to read it. The written testimony as you received it relates only to Public Law 94–142 and the proposed regulations for that act.

We at this time have not taken a position on the other parts of the education for handicapped, but I can say we generally support the position of NASDSE as presented to you earlier. I would prefer for the sake of time not to read our entire testimony. It is quite lengthy.

But I would like to highlight just a few things in summary of the testimony that we have presented that tends to support some of the other things that have been said so far in this testimony.

First of all, in the count procedure, we have the same concerns as expressed by NASDSE; in our State the unduplicated count of handicapped children currently being served numbers some over 89,000 pupils. This is a duplicated count. The unduplicated count as reported from October, the count is 67,000 or a difference of 20,000 pupils. We anticipate, although we do not have the results at this time, that our count in February, as required by the law, will exceed our October 1 count. Because of the nature of the law and the nature of the allocation of funds for those additional pupils that we will count in February, we will get only half credit for the additional pupils.

We would like to support the position as expressed by Massachusetts on the labeling. We feel it is not productive to handicapped children to unduly label them. The reporting requirements of the act will cause continued labeling, not only at the Federal level but at the State and local levels as well. We feel it is an exercise that could be avoided and hopefully unnecessary in the act.

There is an administrative concern that we have about the act relating to the priorities. I would like to read our position on this. I think it is crucial to the good use of the Federal funds in the State of Minnesota as we proceed to implement the act.

> The act requires that the state and local education agencies establish priorities for providing free appropriate public education to all handicapped children, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicap, who are receiving an inadequate education at this time. The proposed regulations further interpret this section to the effect that the state may use funds from this Act only for the purpose of meeting the first priority until such time as the state can demonstrate that all handicapped children do have access to an appropriate free public education. Only then may the state or local education agency expend funds from this Act for the second priority. It is unclear to us at this time whether or not the same procedure must be followed for the second priority before funds could be used for other priorities as determined by the state or the local educational agency.
>
> This interpretation of the priorities has the potential of creating an administrative nightmare for officials responsible for the administering of the Act. The reward system for local school districts who have met the priority would be the withholding of federal funds and reallocating these funds to districts who have not met the priority.
>
> In order to expend the funds provided under this Act in the most useful manner in Minnesota, much more flexibility is needed in dedicating funds to the priorities. We have no quarrel with the priorities of the Act. While Minnesota may be able to demonstrate that we have met the first priority, we question whether we can, or should dedicate all the funds to the second priority including preschool, before the state or local school district may address to other priorities.
>
> We recommend that the state be permitted to deal with the priorities on an individual school district basis, which would permit those districts which have met the priorities, as stated in the Act, to go on to other priorities as determined by the district and agreed upon by the state agency.

I might add that this same situation exists for the waiver for supplanting of funds. Again according to regulations the State has to demonstrate that the entire State has accomplished the purposes of the act before the supplanting issue can be resolved. We submit that administratively this becomes very difficult, because it results in having to withhold funds from those districts that have met the priorities and the full service goal and flow the money through to other districts that have not reached the goal. The reward system is not proper. We believe that we can accomplish the full service goal, which was the intent of the act, much more easily in our State with a great deal more of flexibility.

Those are the two major areas that I chose to address today, although our written testimony covers some other incidental areas.

Thank you.

Senator RANDOLPH. Thank you. Your statement, of course, as a whole will be part of the record.

Thank you, gentlemen. I think we are about at the closing time. I will not ask any questions. We may have some for you based on the statements which we will check in detail. All of the statements will be included in full. Those statements that we have not had access to, we will study them.

Mr. BLITON. Thank you.

[The information referred to follows:]

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

M E M O R A N D U M

TO: Bureau for the Education of the Handicapped
Office of Education

FROM: Will Antell, Assistant Commissioner
Division of Special and Compensatory Education

SUBJECT: Minnesota Reaction to Federal Legislation
Education of Handicapped Children

While Minnesota generally supports the efforts of the Congress as expressed by the passage of P.L. 94-142, The Education for All Handicapped Childrens Act, the act does present some problems to the state. We will try to illustrate the strengths as well as the major problem areas as seen by the people of our state.

A. Strengths of P.L. 94-142

1. The act assures the right of all handicapped children to receive an appropriate free public educational program. This is consistent with Minnesota statutes. Minnesota has not denied any handicapped child access to a free public education program since 1975. There is a need, however, to develop more appropriate programming for many of our handicapped pupils which we are currently attempting to accomplish.

2. The act assures due process in the identification and placement of handicapped pupils. This is consistent with Minnesota statutes passed by the legislature in 1976.

3. The act assures that handicapped children will, to the extent appropriate, be educated with children who are not handicapped. This has been an accepted practice in Minnesota for the past several years but was placed in state statutes and regulations in 1976.

4. The act assures that instruments and procedures used in the identification of handicapped pupils will not be racially or culturally discriminatory. This is consistent with Minnesota statutes and regulations.

5. The act assures that children for whom parents are not known or cannot be located shall be represented by a surrogate parent. Minnesota statutes also require this provision, but there are a number of questions on how this can be effectively implemented. Questions such as who may serve as a surrogate parent, the legal responsibilities of surrogate parents, and how can these people be trained to properly fulfill such role, have not been resolved.

AN EQUAL OPPORTUNITY EMPLOYER

6. The act provides for increase funding to the states based upon the number of handicapped pupils currently provided special instruction and supportive services. While the projected increased funding is well received, there is concern whether or not Congress will appropriate the funds necessary to fulfill expectations as stated in the act. There is also concern that the act will result in substantially greater administrative costs to the state and local education agency given the prescriptive nature of the act and the potential for litigation costs.

7. The act provides for funds to flow through the state agency to the local school district with the state agency responsible for the general administration of the act. This procedure assures coordination of federal and state funds to assist local school districts in providing the needed services for handicapped children.

B. Major Problem Areas of P.L. 94-142

1. The state entitlement for federal funds is based upon the unduplicated count of handicapped pupils being served October 1 and February 1 in a given year. It is possible that a state will serve handicapped children for which the state will not receive full, or any credit, merely because the children were not being served on the two prescribed dates. Consideration should be given to alternative methods of counting children in order that all children served in a given year will serve as a basis of entitlement. (121 a 652)

2. The act perpetuates the practices of unduly labeling children as mentally retarded, emotionally disturbed, learning disabled, etc. Most educators agree that such labeling serves no useful educational purpose, rather, that such labeling is indeed detrimental to the child. One of the provisions of the act limits the number of learning disabled children to be counted for entitlement to 2%. We can understand the concern for over identifying children as learning disabled. We suggest, however, that the limit of 12% of the age 5 to 17 population serves as an adequate constraint on the number of handicapped children which can be counted for entitlement. Other provisions of the act require that states report to U.S.O.E. on the number of children served and not served by handicapping disability. The result of such requirement will cause states and local school districts to continue to label children, even though this is in conflict with good educational practices. (121 a 651, 652)

3. The act is viewed as being overly prescriptive. Not only does the act prescribe what the states must do to comply with the act (which we generally agree with), but in many cases the act and/or the proposed regulations prescribe how the state must proceed to comply. We feel that the states should have reasonable latitude on how to get the job done. Some examples of being overly prescriptive as we view the act and the proposed regulations follows:

a) The act provides that 94-142 funds can only be used to pay for the excess costs of educating handicapped children. The proposed regulations provide for a formula for computing excess costs. We submit that we can develop a system based upon state statutes that can demonstrate compliance in this area which would be much more simple than dealing with the prescribed formula. We recommend that states be given flexibility on the procedures used to demonstrate compliance in this area. (121 a 82)

b) The act requires that the state and local education agencies establish priorities for providing free appropriate public education to all handicapped children, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicap, who are receiving an inadequate education. The proposed regulations further interpret this section to the effect that the state may use funds from this act only for the purpose of meeting the first priority until such time as the state can demonstrate that all handicapped children do have access to an appropriate free public education. Only then may the state or local education agency expend funds from this act for the second priority. It is unclear to us at this time whether or not the same procedure must be followed for the second priority before funds could be used for other priorities as determined by the state or the local educational agency.

This interpretation of the priorities has the potential of creating an administrative nightmare for officials responsible for the administration of the act. The reward system for local school districts who have met the priority would be the withholding of federal funds and reallocating these funds to districts who have not met the priority.

In order to expend the funds provided under this act in the most useful manner in Minnesota, much more flexibility is needed in dedicating funds to the priorities. We have no quarrel with the priorities of the act. While Minnesota may be able to demonstrate that we have met the first priority, we question whether we can, or should dedicate all the funds to the second priority including pre-school, before the state or local school district may address to other priorities.

We recommend that the state be permitted to deal with the priorities on an individual school district basis, which would permit those districts which have met the priorities, as stated in the act, to go on to other priorities as determined by the district and agreed upon by the state agency. (121 a 210, 211, 212, 213)

c) The regulations require that before a state may request a waiver of the requirement of supplementing and supplanting with Part B funds, the state must demonstrate that all handicapped children have available to them, a free appropriate public education.

A special study must be conducted and submitted to support the state application for a waiver. The study must include supporting statements by a representative sample of organizations which deal with the education of handicapped children. The problem with this procedure relates to the term appropriate. It may never be possible to get all interested parties to agree on the appropriateness of an educational program. The act and the regulations provide for formal grievance procedures when there is disagreement on the appropriateness of an educational program. In addition, the act and the regulations require that all programs meet state standards. We, therefore, recommend that rather than require statements from interested organizations, the special study should deal with assurances that grievance procedures are in place and operational to attest to the appropriateness of programs. The grievance procedure, together with state review of programs to assure minimum standards are met, should be sufficient evidence to grant waivers on supplanting of state and local funds. (121 a 489)

d) The act requires that the individual programs for each handicapped child be developed and/or revised for the beginning of each school term. The proposed regulations are even more specific on this requirement. We agree that the programs should be reviewed and revised according to specific timelines, but we do not agree that this necessarily need be done on a specific date for all children. We would be able to use personnel resources much more effectively if the process of review and revision were an on-going activity, adhering to the specific timelines of the act. We recommend that the regulations be modified to permit flexibility in this procedure. (121 a 222)

e) The act provides that parents have the right to obtain an independent evaluation of their child. The proposed regulation goes a step further to provide this right at public expense subject to a formal hearing if the school district objects to such payment. The effect of this is to give school districts the choice of paying for the evaluation or the hearing or both. We have encouraged school districts to employ competent evaluation staff over the past years. If the school district is now required to pay for individual evaluations and/or hearings, they may well choose not to employ evaluation staff and rely totally on independent evaluations. The net result of such action would be a disservice to handicapped pupils in our state. We recommend that independent evaluations be permitted and considered but not at public expense. (121 a 403)

f) Other concerns we have with the proposed regulations for P.L. 94-142 are briefly stated below:

   1) 121 a 410 Administrative Appeal Concern: Oral arguments should not be permitted in an administrative appeal except in unusual cases.

2) 121 a 414 Surrogate Parents Concern: Persons involved in the care of a handicapped pupil could be the most appropriate surrogate parent. The proposed regulation eliminates this option.

3) 121 a 321 Implementation Concern: This section requires that representatives of private schools participate in the development and revision of state standards. This appears to be an extension of the act and the decision should be left to the states.

There may well be other concerns we have with the proposed regulations which we have been unable to surface at this time. We would only urge that, given a very prescriptive act, the regulations should allow as much flexibility as possible to the states. We note that this has been done in many areas of the regulation but, as we have noted, the regulation does become more prescriptive than we believe is necessary. We will appreciate the consideration you are able to give to our concerns.

SURVEY OF SEAs ON
SPECIAL EDUCATION MANPOWER DEVELOPMENT

CONDUCTED 1975-76

SURVEY OF SEAs ON SPECIAL EDUCATION MANPOWER DEVELOPMENT

NUMBER OF SEA RESPONSES = 57

1. How many special education positions are budgeted in your State elementary and secondary schools for the 1976-77 school year? How many of these positions are filled?
NOTE: SPECIAL EDUCATION TEACHING POSITIONS include teachers of the handicapped in SELF-CONTAINED classrooms, RESOURCE ROOMS, or ITINERANT teaching positions. NOT INCLUDED are psychologists, aides, counselors, speech and physical therapists from our definition.

SPECIAL EDUCATION POSITIONS IN STATES:

Total number budgeted positions.....173,246
Total number of filled positions....169,000

2. For the 76-77 school year, how many handicapped children are enrolled in school systems in states.

3.4 million handicapped children are enrolled

3. The following conditions have been considered by some districts to be barriers to providing adequate educational services for the handicapped. Please describe each condition as to the degree to which it is or is not a problem for your SEA.

CONDITION	Little or no problem	Somewhat of a problem	Moderate problem	Somewhat of a serious problem	Definitely not a serious problem
Restrictive State regulations	39	12	2	3	0
Insufficient funding	7	7	8	12	23
Shortage of qualified teachers	5	10	10	11	21
Inadequate screening to identify handicapped	10	6	12	12	17
Inadequate facilities	5	13	14	17	7
Other (please specify)					

4. The following question deals with the issue of providing special education instruction to regular classroom teachers. Indicate the degree to which you oppose or support each of the following statements.

	Strongly oppose	Generally oppose	Oppose as much as support	Generally support	Strongly support	No basis to judge
New teacher candidates in training (pre-service) at colleges and universities should receive instructions in skills necessary to help recognize and teach handicapped children.	0	0	0	2	54	0
Practicing regular classroom teachers should receive in-service instructions in skills necessary to help recognize and teach handicapped children.	0	0	0	3	53	0

5. Please indicate the desirability or undesirability of in-service training in special education for regular classroom teachers using each of the following methods.

(A) On site instruction provided by specialists under contract to the district:

0 Very undesirable

3 Undesirable

5 As desirable as not

23 Desirable

25 Very desirable

(B) On site instruction provided by district special education staff:

2 Very undesirable

4 Undesirable

5 As desirable as not

27 Desirable

19 Very desirable

(C) Stipends for short-term, on campus study (e.g. summer school)

2 Very undesirable

5 Undesirable

16 As desirable as not

17 Desirable

17 Very desirable

6. Do you have any suggestions as to how in-service training could best be provided to regular classroom teachers? Please describe below.

Synthesis of comments: In-service should:

be tailor-made for specific audiences
be provided in schools or job settings
be provided by in-service specialists
utilize expertise of practitioners

7. How many paraprofessionals/aides serving handicapped students are currently employed in the States?

38,017 (Number of paraprofessionals/aides)

8. Indicate the type and success of educational services provided to handicapped by paraprofessionals/aides.

ACTIVITY	Successful	Not Successful	Do not perform this activity
Educational instruction	30	0	24
Assisting in supervision of children's activities	52	0	2
Self-help, escorting, and feeding	52	0	2
Clerical and administrative	41	0	13
Other work or service (please specify)		0	

9. From the following list, indicate the factors which you consider to be significant barriers to increasing the number of paraprofessionals in special education programs.

POSSIBLE BARRIERS	Significant? Yes	No
Apprehension about the quality of service	12	45
Teaching contract restrictions	13	44
Availability of paraprofessional training programs	40	17
Legal restrictions	7	50
Availability of trained paraprofessionals	38	19
Availability of funds to hire paraprofessionals	44	13
Other (please specify)		

10. This question deals with the issue of providing special education instructions to regular vocational educators. Indicate the degree to which you oppose or support the following statement:

Regular vocational educators should receive inservice instruction in skills necessary to help recognize and teach handicapped children.

0	Strongly oppose
1	Generally oppose
0	Oppose as much as support
10	Generally support
46	Strongly support
0	No basis to judge

11. What portion of the vocational educators have sufficient training in special education to enable them to adequately instruct handicapped children?

0 Almost all (81-100%)

0 A considerable amount (61-80%)

2 Approximately half (41-60%)

6 A moderate amount (21-40%)

38 A limited amount (0-20%)

11 Don't know

NASDSE CHILD COUNT SURVEY

1. How many children do you estimate you would add if the October 1 count was dropped and only the February 1 count was used and all other variables remained the same?

   ____

2. How many children do you estimate you would add if you could provide a count by services received?

   ____

3. How many children do you estimate you could add if a cumulative count was allowed?

   ____

4. Are there categories that are counted in your state count and supported by state dollars that are not allowed in the federal count? ___ yes ___ no. How many children do you estimate you could add if you were allowed to count these children? This may include pregnant students, home/hospital instruction, etc. Please list your categories that are disallowed by the federal requirements and which you utilize in your state count.

   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________

5. How many children do you count in your state count who are mainstreamed and receiving only related services, but were not included in the federal count? ____________. This may include physically handicapped children who are receiving physical therapy and special transportation, but are receiving instruction in a regular program.

6. How many children receiving education in LEA's, and counted in your state count, were not included in the federal count because they were included under P. L. 89-313 and not eligible for the federal count? __________
   ____.

ANSWERS TO CHILD COUNT PROBLEMS IN P.L. 94-142 REQUESTED IN MEMO 12/22/76 (TELEPHONE SURVEY)

STATE	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6
Alabama	3,000	1,246	1,500	yes-gifted & talented	0	60
Alaska	4,395	2,290	524	no	none	2,213
Arkansas	1,500	1,000			200	1,400
Colorado	16,793	2,338	3,629	yes	2,100 est.	238
Florida	5,000	10,500	20,000	soc.malad.1,800	--	180
Georgia	12,889	4,261	20,610	gifted 21,038	--	2,220
Idaho	1,500	400-600	400-600	{no, 75-100 Home-bound-preg.}	--	--
Indiana	3,250	1,000	2,000	2,300	0	2.342
Iowa	1,500	8,000			600	19
Kansas	13,141	10-11,000	--	no - 1,000	10-12,000	1,000
Kentucky	1,000	10,000	5,000	-0-	-0-	826
Maine	2,500	7,000	1,200	500	150	1,400
Maryland	11,000	10,000	3-5,000	yes-home/hosp 3-4,000	500-1,000	200-300
Massachusetts	17,000	5,000	10,000	incarcerated-	-0-	3,900
Michigan	6,000	90,000	60,000	st.supp'd.soc.wks. who sv. 51,780 some in 2,500(0-25 range	-0-	10,150
Nebraska	--	3,610	--	yes	asked for	600
New Hampshire	600	2-4,000	75-100	no	5,000	1,242
New Jersey	10,000	27,000	50,000	yes-soc.mal.2,500 more lib.dif.for sp. imp. 29,000		
New Mexico	4,000	1,043	--	NO	all	627
North Carolina	15,000	5,000	10,000	H/H 1,000-gift.37,000 preg.hm.bnd.400	10,000	25
North Dakota	1,000	3,000	1,500			few
Ohio	15,000	15,000	15,000		none	none
Rhode Island	14,261	cons.	600-1,000	--	--	249
South Carolina	12,702	3,074	15,454		600	3,060
Tennessee	2,200	30,000	20,000 13,159	preg.1,000 other-800	7,000	525

Answers to Child Count - page 2

STATE	No.1	No.2	No.3	No.4	No.5	No.6
Texas	30,000	23,291	42,248	preg.5,213	(56,271 LD)	15,965
Utah	4,000	16,000	8,000	yes-H/H sv.deformed	none	3,000
Vermont	2,000	1,500	1,000	no-preg.400 gifted	none	3,000
W. Virginia	27,219	6,000	1,000	yes-soc.mal. exp.mothers 300-400	500	393
Wisconsin	24,516	8,614	76,393	speech 8,614	1,071	4,691
Wyoming	500	7,500	650	mild emot.300 soc.mal.800	2,275	85
American Samoa			--	no-no cat.disallowed	0	0
Pennsylvania	--	40,000	--	yes,gifted,detention nome-homebound	none	13,600
Arizona	12,000	2,500-3,000	--	no	none	100
Delaware	11,896	700	800	160	500	1,854
Washington	5,000 10,000	35,000	5,000	HH,Svs. some contractual,some support OCPT 30,000	30,000	2,000

REPORT

A SURVEY OF OPINIONS OF STATE DIRECTORS OF SPECIAL EDUCATION ON REGIONAL RESOURCE CENTER SERVICES

conducted by

The National Association of State Directors of Special Education
NEA Building, Suite 610E
1201 16th St., N.W.
Washington, D.C.

December, 1976

Report of

A SURVEY OF OPINIONS OF STATE DIRECTORS OF SPECIAL EDUCATION

ON REGIONAL RESOURCE CENTER SERVICES

Prepared by

The National Association of State Directors of
Special Education

for

Bureau of Education for the Handicapped
Division of Media Services/Learning Resources Branch

December, 1976

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INTRODUCTION

This is a report of a survey of opinions of state directors of special education on Regional Resource Center Services conducted by the National Association of State Directors of Special Education (NASDSE, Inc.) in cooperation with the Bureau of Education for the Handicapped/Division of Media Services/Learning Resources Branch.

The objective of the study and the rationale for the design of the study format was to provide information to the Bureau of Education for the Handicapped for short range and long range planning for the efficient delivery of RRC services to state education agencies. Specifically, the survey addresses the major question of how to achieve maximum impact in meeting identified needs from a limited amount of resources.

It was also the intent of the study to identify general needs of state education agencies which might also go beyond the RRC authority (as specified in federal law and regulations) in order that other service providers may address these needs, including other divisions in BEH.

The data provided in this report may also serve a useful purpose for the present and future deliverers of RRC services.

Research Questions

The study was designed to provide consensus data for answering these questions:

1. What are the opinions of state directors of special education on a number of specific questions related to the structure, activities and management of the RRC system?

2. What are the priority service needs of state education agencies? Do these needs differ between states in single state RRC regions and states in multi state RRC regions?

3. On which needs should RRC contractors place priority emphasis in delivering services to SEAs? Do these differ between states in single state RRC regions and states in multi state RRC regions?

4. What are the identified needs of SEAs which other (than RRC) service providers may address, including various divisions within BEH?

Approach

The approach used to answer these questions was to survey all of the state directors of special education and a selected number of other consumers of RRC services as to their opinions on 98 discrete items judged to have potential input for planners and deliverers of RRC services.

Development of the Instrument

The content and format of the survey instrument used to collect opinions was developed by a task force of 30 persons representing state directors and other consumers of RRC services at a two-day conference held in Denver, Colorado in June, 1976. The item statements were shaped and refined by NASDSE staff subsequent to the Denver conference but the content is basically that produced by the conference participants. Participants were selected to provide a fair representation of single states (RRC) regions, multi state regions, rural and urban LEAs, institutions, and private schools.

The instrument, as mailed, contained three sections:

1. Thirty-eight statements on the management and structure of a hypothetical "ideal" RRC system. Respondents were asked to mark the extent they agreed or disagreed on a five point scale with each statement.
2. Fifty-one statements reflecting potential service needs of state education agencies, clustered in six areas: model program needs, fiscal needs, and service delivery modes. Respondents were asked to respond to each statement twice, indicating:
    - the extent (five point scale) of need for the state education agency
    - the amount (five point scale) of emphasis the RRC should place on meeting this type of need
3. Nine questions on the structure and activities of the RRC system. Respondents were asked to provide answers and comments in the space provided in the survey form.

A sample survey instrument is included in the appendix of this report.

Treatment of the Data

A special computer program was written for the calculation of the data. In computing and analyzing the data means and standard deviations were the statistical calculations used. The mean (m) was considered the index of importance and the standard deviation (SD) the index of consensus.

A high mean was an indication of high rank, or high priority, while a high SD (above 1.00) was indicative of a wide range of disagreement among the respondents. Following this logic, the lower the mean, the lower the rank or priority for a statement; the lower the SD, the greater the consensus on the mean score among the respondents. Standard deviation is indicative of the true position of the mean.

Data was analyzed and reported for each referent group

- single states (RRC Regions)
- Multi states (RRC Regions)
- all states
- other consumers

Following are the techniques used:

Section I (Management and Structure)

The mean and SD for all items for all SEA respondents was computed. That score became the "dividing line" by which each single item (based on its mean score) fell above or below the line. Those above the total mean were considered "high priority" and those below the mean were considered "low priority". Computations were also made for each referent group for comparative purposes.

Section II (Needs - RRC Emphasis)

The same technique was followed for items in Section II, which reported SEA needs and the emphasis RRCs should extend in meeting each need. By obtaining a score on each dimension, it was easy to place each item in one of four quadrants for simple analysis and comparisons: 1) high need/high emphasis; 2) low need/high emphasis; 3) high need/low emphasis; and 4) low need/low emphasis. The quadrant explanation is shown graphically in Table 6, on page 11. This device was followed in reporting data from each referent group.

Section III (Structure and Activities of RRC System)

The responses from each referent group were combined and reported by referent group. In some cases the responses were edited for grammar, when appropriate, or eliminated to reduce redundant statements.

Reporting the Data

The data, as computed and analyzed by the procedures described, is reported in a series of tables on the following pages. The reader should keep in mind the rationale for the study (page 1), the statistical rationale for the treatment of the data (page 2), and the survey format (appendix) when reading the following tables, which report the data section by section.

Limitations of the Study

The data elements in the following pages contains opinions of consumers of Regional Resource Center services, and as such, should represent valuable input to BEH planners and decision makers. Respondents to the study and report readers should recognize, however, that the data contained herein is subject to or constrained by the authority of P.L. 91-230 (authorizing RRCs) and regulations (see appendix), and must be interpreted by the reader in light of the total content and purpose of the study.

The findings presented in the following tables do not necessarily speak for themselves. They are presented and arranged in a format to allow for easy analysis, however, several interpretations are possible.

Finally, readers are reminded that the data and the framework for presenting the data represent the opinions of those persons who completed the survey instrument on the particular day that the survey was completed. And since the survey was conducted and completed prior to publication of the proposed regulations for P.L. 94-142, one might expect to find new, specific needs not addressed in the survey questionnaire.

SURVEY RESULTS

SECTION I

TABLE 1

RETURNS BY REFERENT GROUP

Group	Number	Returns	Percent
Single State Regions	6	5	83
Multi-State Regions	50	32	64
Other Consumers	13	6	46

TABLE 2

EXTENT OF AGREEMENT ON 38 ITEMS REGARDING MANAGEMENT AND STRUCTURE

Group	Mean	S.D.
Single State Regions	3.07	1.40
Multi-State Regions	3.10	1.26
Other Consumers	3.35	.96
All States	3.09	1.28

TABLE 3

HIGH PRIORITY ITEMS ON MANAGEMENT AND STRUCTURE ITEMS RANKED ACCORDING TO MEAN SCORES FOR ALL STATES

MEAN FOR ALL ITEMS= 3.09

STATEMENT	MEAN	SD
11. BEH should notify SEA upon funding projects in that state.	3.94	.31
14. All bidders must identify procedures for describing and addressing state needs in their proposals.	3.92	.26
22. Regional Center workscopes should be flexible so that each RRC could expand and fund programs according to SEA needs.	3.87	.33
28. RRCs must always work through SEAs for services delivery and other operations.	3.85	.42
31. States must communicate their needs to the RRC with clear statement of priorities.	3.84	.42
6. In multi-state regions advisory boards for RRCs composed of state directors or their designees are encouraged.	3.80	.71
36. Fiscal year must be the same for RRCs, ALRCs, SEAs.	3.72	.67
10. All discretionary programs funded by BEH--including RRCs--should show relationships to the State Plan and Priorities.	3.68	.73
30. RRCs should emphasize concepts which can deal with large population areas as well as the rural and remote areas.	3.68	.76
2. There should be national coordination between CORRC, RRCs, and SEAs so that all regions could share program activities and innovative developments.	3.55	.86
15. Present funding of RRC system must increase to at least the authorized levels.	3.53	.81

TABLE 3

High Priority Items on Management and Structure

	STATEMENT	MEAN	SD
9.	RRC bidders should base their proposals upon needs of states in the region in the area of education appraisal and programming.	3.48	.90
26.	Each state should have the option of combining the ALRC/RRC activities under one state coordinator.	3.47	1.02
32.	Staff administration of RRCs must be understandable and consistent with budget logic. For example: ● Rate scheduling - be consistent with state operation and travel/per diem costs. ● Salary differences/ALRC vs. RRC/travel restrictions, etc., need to be resolved.	3.44	.91
38.	Legislation should be redrawn combining the present ALRC and RRC systems into one program.	3.42	.94
17.	It is recognized that no resource center can provide direct services to all children. Therefore, centers should develop processes through which they provide or cause to be provided requested services.	3.40	.83
37.	Each RRC should access state's need for delivering required (mandatory) services.	3.33	1.08
12.	Procedures for consumer input must be established (input conferences, position papers, etc.) for the RRC system.	3.28	.98
33.	Periodic third party evaluation of RRCs should be conducted and reported to consumers and BEH.	3.25	1.08
19.	There should be national coordination among SOVI, SOHI, SOMD, SOOH and the states.	3.24	1.24
29.	RRCs and SEAs should work cooperatively with institutions of higher education regarding training.	3.22	1.14
23.	RRCs should study present accountability procedures for determining an effective and more efficient accountability system.	3.05	1.13

TABLE 4

LOW PRIORITY ITEMS ON MANAGEMENT AND STRUCTURE ITEMS RANKED ACCORDING TO MEAN SCORES FOR ALL STATES

MEAN FOR ALL ITEMS=3.09

	STATEMENT	MEAN	SD
18.	BEH should study presently funded programs serving across regional and state lines with an objective to combine duplicate programs and programs with similar functions into one delivery service.	3.02	1.31
27.	Multi-state regions should allocate funds to SEAs on the basis of differential state needs.	2.88	1.36
1.	Since conditions are different in each state, each state should have a choice of being in a single-state or multi-state region.	2.85	1.54
16.	Direct services as part of demonstration models must continue to be an integral part of the RRC program.	2.80	1.24
13.	There should be a new awards system allowing BEH to negotiate with all bidders for the best program.	2.68	1.22
7.	Every state should have the right to operate as a single-state region.	2.58	1.61
3.	BEH should encourage formal procedures to allow for increased communication with LEAs on RRC activities.	2.51	1.40
34.	RFP for RRCs should include among eligible bidders anyone who can efficiently perform the work.	2.50	1.53
20.	Federal agencies should provide national leadership and modeling to get state and local agencies to work together.	2.50	1.58

TABLE 4

Low Priority Items on Management and Structure

	STATEMENT	MEAN	SD
21.	The regional centers should develop information systems of all services available in the nation to meet the needs of a particular child.	2.40	1.31
4.	BEH should continue to award RRCs on a contract basis.	2.38	1.53
24.	RRCs should eliminate all activity which takes away staff time in carrying out program functions.	2.33	1.21
35.	Services to Deaf/Blind should be channeled through the RRCs.	2.29	1.67
8.	Consideration should be given to a realignment of the existing regions to match HEW regions.	2.18	1.37
5.	RRCs should be awarded on a grant basis.	2.16	1.54
25.	Uniform cost rate for RRC contracts and sub-contracts should be established on a national basis.	1.59	1.33

SECTION II

TABLE 5

Extent of Need-Extent of RRC Emphasis

MEAN SCORES FOR ALL ITEMS
BY REFERENT GROUP

Group	Extent of Need Mean	Extent of RRC Emphasis Mean
Single State Regions	3.30	2.36
Multi State Regions	2.97	2.47
Other Consumers	3.05	2.59
All States	3.01	2.45

TABLE 6

EXPLANATION OF QUADRANTS
FOR PLACEMENT OF STATEMENTS

NEED

THREE (3) HIGH NEED LOW RRC EMPHASIS	ONE (1) HIGH NEED HIGH RRC EMPHASIS
FOUR (4) LOW NEED LOW RRC EMPHASIS	TWO (2) LOW NEED HIGH RRC EMPHASIS

EMPHASIS

TABLE 7

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
Model Program Needs				
1. Model curriculas for the severely, profoundly and multi-handicapped.	2	2	2	1
2. Coordination and communication among SEAs and USOE on trends, statistics, etc.	4	3	4	4
3. Definition of "appropriate education" as related to 94-142.	3	3	4	1
4. Knowledge of federal projects in my state which are being funded and/or continued.	4	3	4	3
5. Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	2	2	2	1
6. Awareness of projects around the nation which are worthy of replication.	1	2	1	1
7. Assistance in developing a system to determine excess cost data from LEAs.	3	3	4	4
8. Assistance in providing programs for emotionally handicapped children.	3	4	3	4
9. Knowledge of other agency programs.	4	4	4	4
10. Assistance in developing and implementing non-discriminatory testing and assessment practices.	[illegible]	1	1	2

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
11. Information about record keeping and data collection methods.	4	2	4	4
Inservice Training Needs				
12. Assistance in training of placement teams and/or committees.	1	1	1	1
13. Inservice training of LEA service personnel.	1	1	3	1
14. Improving SEA and LEA personnel skills in use of media and equipment.	4	4	4	4
15. Training of persons who may have role in legal aspects of special education.	1	4	1	4
16. Training of advocates, surrogates, parent groups on services available from special education.	1	1	1	4
17. Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	1	1	1	1
18. Training of teachers in developing and writing behavioral objectives.	3	1	4	4
19. Training of SEA and LEA administrators to resolve administrative problems connected with 94-142	1	3	1	1

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
20. Training to increase the SEA and LEA capacity to assess referred children.	1	1	1	2
21. Assistance in implementing individual educational plans as required by PL 94-142.	1	1	1	1
22. Training Hearing Officers as required by PL 94-142.	1	3	1	1
23. Training personnel to train parents to work with their handicapped children.	1	2	1	1
Service Needs				
24. Evaluation of appraisal process in LEAs.	4	1	4	4
25. Evaluation of placement of pupils in various educational programs.	4	3	4	4
26. Development of direct services network across all target population agencies.	4	4	4	4
27. Direct services needed beyond LEA capability. Any or all of: o referral system o comprehensive evaluation -medical -psychological -emotional -sociological -educational o financial support o direction center-including concept of "one-stop service" and followup.	1	4	1	4

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
28. A bank of resources for unanticipated crisis situations of local school districts.	4	4	4	1
29. Interface with other groups having like responsibility for children with handicapping conditions.	4	4	4	3
30. Regional child service programs for low incidence handicapped in sparsely populated regions.	1	4	1	4
31. Periodically bring together individuals who have the capacity to resolve problems.	1	2	1	1
32. Assistance in program evaluations, review and compliance monitoring.	3	1	3	4
33. Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	2	4	2	4
34. Coordinated planning between ALRC and RRC for developmental, innovative projects.	1	1	2	1
35. Assistance in the development of a data collection system as required by 94-142.	1	4	1	1
36. Development of uniform storage and retrieval systems (directional service support) which should include national, state, regional capability.	4	4	4	1

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
37. Assistance in developing eligibility criteria (standards) for handicapped children - PL 94-142.	4	2	4	4
38. Access to a regional/national talent bank of experts in special education service delivery.	1	4	1	3
39. Provide information on state needs to institutions of higher education.	4	3	4	4
Research Needs				
40. Development of an impact study (data) on services to handicapped children (cost effectiveness),	3	3	1	4
41. Investigate and experiment with new and untried programs materials, curricula and models, to determine appropriate education for severely profoundly handicapped children.	1	1	2	4
42. Development of directional studies (position papers, futuristic modeling).	4	1	4	4
Fiscal Needs				
43. Funds to make information about exemplary projects available to others.	2	2	2	3

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
44. Flexibility and funds to buy services as needed.	1	4	1	3
45. Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	2	4	2	1
Service Delivery Modes				
46. Provide Inservice Training.	1	1	1	1
47. Provide Model Program	2	2	2	1
48. Provide Direct Services	4	4	2	3
49. Provide Personnel	4	4	4	4
50. Provide funds	1	2	1	3
51. Conduct Research	4	4	2	1

SINGLE STATES

Quadrant 3		
Item	High Need	Low Emphasis
39	3.60	2.20
25	3.40	2.20
4	4.00	1.20
7	3.75	1.00
3	3.60	1.60
2	3.60	1.00
19	3.80	2.20
22	3.80	2.00
40	3.60	1.40

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 1		
Item	High Need	High Emphasis
46	3.40	3.20
34	3.80	4.00
32	3.60	2.80
24	3.40	2.60
10	4.00	3.60
12	4.00	3.20
13	4.00	3.00
21	4.00	3.60
16	3.80	3.00
17	3.60	3.60
18	3.60	3.60
20	3.60	3.40
41	3.40	2.60
42	3.40	2.80

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 4		
Item	Low Need	Low Emphasis
51	2.80	2.00
48	2.80	1.60
49	2.60	2.00
27	3.20	2.00
35	3.20	2.00
29	3.00	2.00
36	3.00	2.00
28	3.00	2.00
30	2.80	2.00
38	2.80	2.00
33	2.60	2.00
26	2.50	1.00
44	3.00	2.00
45	2.60	2.00
8	3.20	1.60
9	2.80	1.00
15	3.00	1.80
14	2.60	1.20

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 2		
Item	Low Need	High Emphasis
47	3.20	3.00
50	3.20	2.40
31	3.20	3.40
37	3.00	2.60
43	3.00	2.60
11	3.20	2.40
1	3.20	2.80
6	3.20	3.20
5	3.20	3.40
23	3.20	2.40

Need=3.30
Emphasis=2.36

MULTI STATES

Quadrant 3

Item	High Need	Low Emphasis
32	3.31	2.00
8	3.28	2.11
13	3.14	2.37

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 1

Item	High Need	High Emphasis
50	3.37	3.40
46	3.20	3.08
30	3.35	2.70
31	3.28	2.85
27	3.25	3.08
35	3.11	2.54
8	3.02	2.94
44	3.40	3.08
10	3.16	3.14
6	3.11	2.91
17	3.65	3.08
21	3.45	3.08
19	3.42	2.85
22	3.34	2.77
15	3.34	2.74
23	3.20	2.48
20	3.14	2.74
12	3.08	2.62
16	3.02	2.60
40	3.11	2.55

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 4

Item	Low Need	Low Emphasis
49	2.85	2.31
29	2.94	1.79
24	2.94	2.00
28	2.93	2.34
25	2.88	1.82
36	2.57	2.25
26	2.54	2.09
39	2.45	1.51
37	2.41	1.90
11	2.91	2.20
3	2.91	2.00
2	2.88	2.00
9	2.28	1.68
7	2.94	1.68
4	2.42	1.37
18	2.91	2.25
14	2.46	1.73
42	2.29	2.05

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 2

Item	Low Need	High Emphasis
47	2.82	2.81
48	2.77	2.55
51	2.62	2.50
34	2.91	3.22
33	2.86	2.63
45	2.88	2.51
43	2.82	2.54
5	2.80	2.82
1	2.88	2.64
41	2.94	2.54

Need=2.97
Emphasis=2.47

ALL STATES

Quadrant 3

Item	High Need	Low Emphasis
7	3.04	1.60
8	3.27	2.05
3	3.00	1.95
18	3.00	2.42
32	3.35	2.10
40	3.17	2.41

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 1

Item	High Need	High Emphasis
10	3.25	3.20
6	3.12	2.95
17	3.65	3.15
21	3.52	3.15
20	3.20	2.82
19	3.47	2.77
12	3.20	2.70
22	3.40	2.87
16	3.12	2.85
15	3.30	2.62
23	3.20	2.47
13	3.25	2.45
30	3.28	2.61
31	3.27	2.92
27	3.25	2.95
35	3.12	2.47
34	3.02	3.32
38	3.00	2.82
41	3.00	2.55
46	3.28	3.10
44	3.35	2.95
50	3.35	3.27

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 4

Item	Low Need	Low Emphasis
2	2.97	1.87
11	2.95	2.22
4	2.62	1.35
9	2.35	1.60
14	2.46	1.66
24	2.99	2.07
29	2.95	1.81
25	2.95	1.87
28	2.94	2.30
36	2.62	2.21
39	2.60	1.60
26	2.53	1.95
37	2.48	1.99
42	2.43	2.15
49	2.82	2.27
48	2.77	2.43
51	2.65	2.43

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 2

Item	Low Need	High Emphasis
1	2.92	2.66
5	2.85	2.89
33	2.84	2.55
43	2.85	2-55
45	2.85	2.45
47	2.87	2.84

Need=3.01
Emphasis=2.45

OTHERS

Quadrant 3

Item	High Need	Low Emphasis
50	3.80	2.40
48	3.20	2.20
29	3.00	3.00
38	3.00	3.00
44	3.60	2.20
43	3.00	3.00
4	3.20	2.00

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 1

Item	High Need	High Emphasis
46	3.80	3.40
47	3.60	3.20
51	3.20	3.00
31	3.80	3.80
35	3.75	2.80
34	3.60	3.80
36	3.25	3.40
28	3.20	2.60
45	3.80	2.80
5	3.80	3.60
1	3.60	3.00
3	3.80	3.00
6	3.20	2.80
13	3.60	3.00
19	3.40	2.80
23	3.40	3.00
22	3.33	3.00
12	3.20	2.60
21	3.20	2.60
17	3.20	2.80

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 4

Item	Low Need	Low Emphasis
49	2.60	1.80
27	2.80	2.40
30	2.60	2.40
37	2.60	2.20
39	2.40	2.20
33	2.40	2.40
25	2.40	2.20
24	2.33	1.00
26	2.20	2.40
32	2.20	2.40
9	2.80	2.40
11	2.40	1.80
2	1.80	1.60
7	1.80	0.80
16	3.00	1.00
15	2.80	1.40
18	2.80	1.80
14	2.60	2.40

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 2

Item	Low Need	High Emphasis
10	3.00	3.60
20	3.00	2.60

Need=3.05
Emphasis=2.59

TABLE 8

AREAS WHERE STATE DIRECTORS AGREE
RRCs SHOULD PLACE HIGH PRIORITY EMPHASIS

	Emphasis	
	Mean Scores	
Category and Statement	Single States (above 2.36)	Multi States (above 2.47)
Model Program Needs		
1) Model curriculas for the severely, profoundly and multi-handicapped.	2.80	2.64
5) Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	3.40	2.82
6) Awareness of projects around the nation which are worthy of replication.	3.20	2.91
*10) Assistance in developing and implementing non-discriminatory testing and assessment practices.	3.60	3.14
Inservice Training Needs		
12) Assistance in training of placement teams and/or committees.	3.20	2.62
*16) Training of advocates, surrogates, parent groups on services available from special education.	3.00	2.60
*17) Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	3.60	3.08
*20) Training to increase the SEA and LEA capacity to assess referred children.	3.40	2.74
*21) Assistance in implementing individual educational plans as required by P.L. 94-142.	3.60	3.08
23) Training personnel to train parents to work with their handicapped children.	2.40	2.48
Service Needs		
31) Periodically bring together individuals who have the capacity to resolve problems.	3.40	2.85
34) Coordinated planning between ALRC and RRC for developmental, innovative projects.	4.00	3.22
41) Investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for		

*Indicates items were regarded as first priority need.

Category and Statement	Emphasis Mean Scores Single States (above 2.36)	Multi States (above 2.47)
Service Needs (cont'd)		
41 (cont'd)		
- severely and profoundly handicapped children.	2.60	2.54
Fiscal Needs		
43) Funds to make information about exemplary projects available to others.	2.60	2.54

*Indicates items were regarded as first priority need items according to data from single states and multi states.

TABLE 9

ITEMS ON WHICH STATE DIRECTORS AGREE
RRCs SHOULD PLACE LOW EMPHASIS

	Emphasis	
	Means Scores	
Category and Statement	Single States	Multi States
	Below 2.36	Below 2.47
Model Program Needs		
2) Coordination and communication among SEAs and USOE on trends, statistics, etc.	1.00	2.00
3) Definition of "appropriate education" as related to P.L. 94-142.	1.60	2.00
4) Knowledge of federal projects in my state which are being funded and/or continued.	1.20	1.37
7) Assistance in developing a system to determine excess cost data from LEAs.	1.00	1.68
8) Assistance in providing programs for emotionally handicapped children.	1.60	2.11
9) Knowledge of other agency programs.	1.00	1.68
Inservice Training Needs		
14) Improving SEA and LEA personnel skills in use of media and equipment.	1.20	1.73
Service Needs		
25) Evaluation of placement of pupils in various educational programs.	2.20	1.82
26) Development of direct services network across all target population agencies.	1.00	2.09
28) A bank of resources for unanticipated crisis situations of local school districts.	2.00	2.34
29) Interface with other groups having like responsibility for children with handicapping conditions.	2.00	1.79
36) Development of uniform storage and retrieval systems (directional support) which should include national, state, regional capability.	2.00	2.25
39) Provide information on state needs to institutions of higher education.	2.20	1.51

TABLE 10

CONTROVERSIAL ITEMS INDICATING
A NEED FOR RRC WORKSCOPE FLEXIBILITY

	SINGLE STATES	MULTI STATES
a egory and Statement	High Emphasis (above 2.36)	Low Emphasis (below 2.47)
o el Program Needs		
1. Information about recordkeeping and data collection methods.	2.40	2.20
I service Training Needs		
1) Inservice training of LEA service personnel.	*3.00	2.37
1) Training of teachers in developing and writing behavioral objectives.	3.60	2.25
Service Needs		
24) Evaluation of appraisal process in LEAs.	*2.60	2.00
32) Assistance in program evaluations, review and compliance monitoring.	*2.80	2.00
37) Assistance in developing eligibility criteria (standards) for handicapped children - P.L. 94-142.	2.60	1.90
Research Needs		
42) Development of directional studies (position papers, futuristic modeling)	*2.80	2.05

*Indicates item also ranked as "high need".

TABLE 11

CONTROVERSIAL ITEMS INDICATING A NEED FOR RRC WORKSCOPE FLEXIBILITY

Category and Statement	SINGLE STATES Low Emphasis (below 2.36)	MULTI STATES High Emphasis (above 2.47)
Inservice Training Needs		
15) Training of persons who may have role in legal aspects of special education.	1.80	*2.74
19) Training of SEA and LEA administrators to resolve administrative problems connected with P.L. 94-142.	2.20	*2.85
22) Training Hearing Officers as required by P.L. 94-142.	2.00	*2.77
Service Needs		
27) Direct services needed beyond LEA capability. Any or all of: o referral system o comprehensive evaluation -medical -psychological -emotional -sociological -educational o financial support o direction center--including concept of "one stop service" and followup	2.00	*3.08
30) Regional child service programs for low incidence handicapped in sparsely populated regions.	2.00	*2.70
33) Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	2.00	2.63
35) Assistance in the development of a data collection system as required by P.L. 94-142.	2.00	*2.54
38) Access to a regional/national talent bank of experts in special education service delivery.	2.00	*2.94
Research Needs		
40) Development of an impact study (data) on services to handicapped children (cost effectiveness).	1.40	*2.55

*Indicates item also ranked as "high need."

Category and Statement	SINGLE STATES Low Emphasis (below 2.36)	MULTI STATES High Emphasis (above 2.47)
Fiscal Needs		
44) Flexibility and funds to buy services as needed.	2.00	*3.08
45) Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	2.00	2.51
Service Delivery Modes		
48) Provide Direct Services	1.60	2.55
51) Conduct Research	2.00	2.50

*Indicates item also ranked as "high need"

TABLE 12

PREFERRED SERVICE DELIVERY MODES
TO MEET NEEDS OF STATES

ALL STATES

Delivery Mode	Extent of Need			Preferred Emphasis for RRCs		
	Rank	Mean	S.D.	Rank	Mean	S.D.
Provide Inservice Training	2	3.28	.78	2	3.10	.92
Provide Model Programs	3	2.87	.99	3	2.84	1.01
Provide Direct Services	5	2.77	1.06	4	2.43	1.29
Provide Personnel	4	2.82	1.01	6	2.27	1.24
Provide Funds	1	3.35	.96	1	3.27	1.13
Conduct Research	6	2.65	1.13	4	2.43	1.31

SINGLE STATES

Provide Inservice Training	1	3.40	.80	1	3.20	.74
Provide Model Programs	2	3.20	.74	2	3.00	.89
Provide Direct Services	4	2.80	.74	6	1.60	.48
Provide Personnel	6	2.60	.48	4	2.00	.63
Provide Funds	2	3.20	.74	3	2.40	1.01
Conduct Research	4	2.80	.74	4	2.00	.63

MULTI STATES

Provide Inservice Training	2	3.26	.77	2	3.08	.95
Provide Model Programs	4	2.82	1.01	3	2.81	1.02
Provide Direct Services	5	2.77	1.09	4	2.55	1.33
Provide Personnel	3	2.85	1.06	6	2.31	1.30
Provide Funds	1	3.37	.98	1	3.40	1.10
Conduct Research	6	2.62	1.17	5	2.50	1.37

SECTION III

OPINIONS ON STRUCTURE AND ACTIVITIES OF RRC SYSTEM

1. **What percentage of RRC funds do you think should be devoted to direct services to handicapped children and youth (i.e., testing, evaluation and programming) as compared to services provided to SEAs, IEAs and LEAs?**

	Direct Service to Handicapped	Service to SEAs	Service to IEAs	Service to LEAs
Single States	10.0	51.0	23.0	16.0
Multi States	26.3	51.6	4.5	17.6
Others	21.6	43.3	10.0	25.0

2. Do you think the RRC should investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for severely and profoundly handicapped children?

	Yes	No
Single States	5	0
Multi States	26	6
Others	4	1

3. Can one contractor deliver both RRC and ALRC services within a region?

	Yes	No
Single States	4	0
Multi States	31	1
Others	1	0

4. Should one contractor deliver both RRC and ALRC services within a region?

	Yes	No
Single States	5	0
Multi States	21	8
Others	4	0

If no, why not?

Reasons for negative answers:

- The focus of RRC activities as compared with ALRC goals are not compatible in terms of types of services, intensity of services and quality of services

- The states should have the right to decide this at their level
- ALRCs tend to be flexible in their approach to workscope
- The ALRC would then have to follow all the tremendous amount of property and expenditures
- Regional needs provided by an individual contractor are not necessarily flexible enough to attack unique state needs
- MELRS Consortium works, why change?

If yes, what major benefits would there be for the RRC program?

- As long as both services are kept distinct and apart
- Cost effectiveness--less duplication of services
- The ALRC workscope areas address what should be an integral part of the RRC workscope areas
- Program models, research, and inservice coordination with instructional materials and equipment available and efficacy studies
- No major benefits for the RRC. The benefits would be to the states--better programming, better utilization of personnel, cost efficiency benefits
- Unified service delivery
- Ours is like this already and it provides great coordination
- Less overlapping--better coordination of activities
- The assessment and program system should include the materials system. Easy access to the materials system would be a planning advantage.
- Greater fiscal accountability
- More direct involvement of instructional personnel
- Then the RRC/ALRC would provide a collaborative effort of services to the SEA
- Decrease duplication of effort
- Save on administrative and overhead costs
- Cut costs, reduce paperwork

5. What kinds of program accountability do you think are necessary for RRCs?

	Single States	Multi States	Others
Numbers and types of handicapped children served	2	11	2
Children's progress in educational programs	0	8	0
Numbers and types of services provided to handicapped children	2	14	4
Numbers and types of services provided to SEAs	3	20	4
Other (most often cited as important):	1	13	1

1) numbers and types of handicapped children served

2) numbers and types of services provided to handicapped children

3) numbers and types of services provided to handicapped children - SEAs

Other types of information cited as important by respondents included quality indicators, numbers and types of services provided to teachers and other personnel, appropriate fiscal information, and impact data regarding services provided.

6. Rank the factors which should determine the allocation of funds for an RRC region. Rank the most important factor 1, etc.

	Single States	Multi States	Others
Total population	4	26	5
Population density	3	21	4
State dollar support for special education	4	21	3
Other	1	20	1

1) Quality of programming and SEA need for development effectiveness of program

2) Formula for distribution should be determined on a regional basis

3) T.T. population cannot be considered a factor for T.T.

4) Geographic considerations

5) Formula include population and density plus total $ availability to a state for research, staff development and program model development and demonstration

6) Specific individual needs of care and inexplainable case need

7) Student population (2)
Handicapped students served (3)

7. Do you consider assistance from your RRC sufficiently important to warrant continued funding?

	Yes	No
Single States	4	0
Multi States	32	1
Others	5	0

If yes,

	Single States	Multi States	Others
For another year or two	0	1	0
For another 3 to 5 years	0	12	3
For another 5 to 10 years	1	3	0
Indefinitely	3	15	2

8. Does your SEA have sufficient staff capability (or would it add such a capability) to carry out the RRC mission, if funds were directly awarded to your state for RRC-type work?

	Yes	No	No Response
Single States	3	0	2
Multi States	17	12	6
Others	0	2	3

9. If RRC regions were reorganized, would you prefer to remain in your present multi state or single state region?

	Yes	No
Single States	5	0
Multi States	24	7
Others	3	2

10. Does your state have problems or concerns related to the RRC scope of activities not addressed in the foregoing?

	Yes	No
Single States	2	3
Multi States	11	21
Others	0	3

List of Concerns:

- **More flexibility needed based on needs**
- **Too many unnecessary forms and paperwork discourage participation in the program. Counting kids served other than services tend to make SEAs and LEAs focus on numbers rather than quality of services**
- I do not feel that the type of in-depth expertise in assessment programming that we need is available across the board on the staff of our RRC. The management is not what it should be (i.e., types of reports made available to us). Some of staff is highly qualified. Others are less so than most of our own teachers. This should be a consideration in hiring even should it result in fewer but more professionally mature and highly paid staff members
- The interpretations that are made regarding what activities might be carried out by the RRCs must be consistent and they must allow certain functions to be delivered even if it appears that the language of the workscope might preclude them
- I have a general concern about the paperwork and time necessary to access very "few" dollars--even though these dollars provide valuable assistance to the states
- Indirect cost and time from inception of technical assistance need to actual service delivery. Some difficulty in time lags due to RRC and university (contractor) red tape
- The question of service to BIA schools as a separate state, violates the spirit of P.L. 94-142 in that the 50 states are given responsibility for the education of all of their handicapped children within their borders. We must be permitted to use RRC/ALRC services to BIA sites on an equal basis with other public schools
- Wish to emphasize opinion that RRCs should address themselves to research, SEA staff development, requested inservice, program model development and implementation and not to direct services nor SEA program monitoring for BEH
- The process of reporting budget items to CORRC on a strategy basis should be stopped. Taken too much time from by children.
- Reporting requirements too detailed and time consuming

APPENDIX A

BACKGROUND TO REGIONAL RESOURCE CENTERS

I. Legislative Authority

The authorization for Regional Resource Centers is contained in Public Law 91-230 Education of the Handicapped Act, Part C "Centers and Services to Meet Special Needs of the Handicapped", Section 621 "Regional Resource Centers" and Section 624 "Research, Innovation, Training, and Dissemination Activities in Connection With Centers and Services for the Handicapped". (CORRC is authorized by Section 624.)

Sec. 621. (a) The Commissioner is authorized to make grants to or contracts with institutions of higher education, State Educational Agencies, or combinations of such agencies or institutions, which combinations may include one or more local educational agencies, within particular regions of the United States, to pay all or part of the cost of the establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs. Centers established or operated under this section shall (1) provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers, (2) develop educational programs to meet those needs, and (3) assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases consultation with parents or teachers of handicapped children at such regional centers), periodic reexamination and reevaluation of special educational programs and other technical services.

(b) In determining whether to approve an application for a project under this section, the Commissioner shall consider the need for such a center in the region to be served by the applicant and the capability of the applicant to develop and apply with the assistance of funds under this section, new methods, techniques, devices, or facilities relating to educational evaluation or education of handicapped children.

(20 U.S.C. 1421) Enacted April 13, 1970, P.L. 91-230, Title VI, sec. 621, 84 Stat. 181.

II. Intent

The Regional Resource Center Program has as its goal encouraging and promoting the development and application of exemplary appraisal and educational programming practices by State and Local educational agencies. Regional Resource Centers provide demonstrations of systematic, comprehensive appraisal for handicapped children which result in children receiving appropriate, quality special educational services, and provide assistance to educational agencies in adopting such appraisal practices.

A systematic comprehensive appraisal process includes (1) referral and screening, (2) individual assessment, (3) development of appropriate individualized educational program and placement, (4) implementation of the educational program based upon effective communication and coordination among essential personnel, and (5) provision and maintenance of testing and evaluation practices to determine the effectiveness of the individual educational program and also to assure the continued appropriateness of the educational program and placement.

III. Administration

Each Regional Resource Center is charged with the mission of working with State Education Agencies (and designated agents) in their region to assure effective appraisal and educational program placement for all handicapped children. Regional Resource Centers will perform this mission by providing direct services to handicapped children and their parents as a demonstration of effective practice and by offering technical and developmental assistance to professional educators and administrators, in establishing similar programs.

Thirteen RRC's and one (1) Coordinating Office for Regional Resource Centers (CORRC) are currently operational. All RRC's have identical workscope statements.

APPENDIX B

A SURVEY OF OPINIONS OF CONSUMERS OF REGIONAL RESOURCE CENTER SERVICES

conducted by

National Association of State Directors of Special Education
NEA Building, Suite 610E
1201 16th St., N.W.
Washington, D.C.

September, 1976

STATE: ____________________

NAME: ____________________

POSITION: ____________________

DATE: ____________________

SECTION I

INSTRUCTIONS

Following is a list of 38 statements which pertain to the management, organization, and structure of the RRC system. Please read each statement carefully and circle the number which corresponds with the extent which you agree with the statement. Space is provided in the right hand column for any comments you may wish to make regarding the statement or your response.

EXAMPLE

Statement	Extent of Agreement					Comments
	Strongly Agree				Strongly Disagree	
Indirect costs for RRC sub-contracts should be established on a national basis	[✓ 4]	3	2	1	0	A set indirect rate would allow more funds to go to where programs and real needs are!

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
I. **MANAGEMENT AND STRUCTURE**	Strongly Agree				Strongly Disagree	
1. Since conditions are different in each state, each state should have a choice of being in a single-state or multi-state region.	4	3	2	1	0	
2. There should be national coordination between CORRC, RRCs, and SEAs so that all regions could share program activities and innovative developments.	4	3	2	1	0	
3. BEH should encourage formal procedures to allow for increased communication with LEAs on RRC activities.	4	3	2	1	0	
4. BEH should continue to award RRCs on a contract basis.	4	3	2	1	0	
5. RRCs should be awarded on a grant basis.	4	3	2	1	0	
6. In multi-state regions advisory boards for RRCs composed of state directors or their designees are encouraged.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
7. Every state should have the right to operate as a single-state region.	4	3	2	1	0	
8. Consideration should be given to a realignment of the existing regions to match HEW regions.	4	3	2	1	0	
9. RRC bidders should base their proposals upon needs of states in the region in the area of education appraisal and programming.	4	3	2	1	0	
10. All discretionary programs funded by BEH--including RRCs--should show relationships to the State Plan and Priorities.	4	3	2	1	0	
11. BEH should notify SEA upon funding projects in that state.	4	3	2	1	0	
12. Procedures for consumer input must be established (input conferences, position papers, etc.) for the RRC system.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
13. There should be a new awards system allowing BEH to negotiate with all bidders for the best program.	4	3	2	1	0	
14. All bidders must identify procedures for describing and addressing state needs in their proposals.	4	3	2	1	0	
15. Present funding of RRC system must increase to at least the authorized levels.	4	3	2	1	0	
16. Direct services as part of demonstration models must continue to be an integral part of the RRC program.	4	3	2	1	0	
17. It is recognized that no resource center can provide direct services to all children. Therefore, centers should develop processes through which they provide or cause to be provided requested services.	4	3	2	1	0	
18. BEH should study presently funded programs serving across regional and state lines with an objective to combine duplicate programs and programs with similar functions into one delivery service.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
19. There should be national coordination among SOVI, SOHI, SOMD, SOOH and the states.	4	3	2	1	0	
20. Federal agencies should provide national leadership and modeling to get state and local agencies to work together.	4	3	2	1	0	
21. The regional centers should develop information systems of all services available in the nation to meet the needs of a particular child.	4	3	2	1	0	
22. Regional Center workscopes should be flexible so that each RRC could expand and fund programs according to SEA needs.	4	3	2	1	0	
23. RRCs should study present accountability procedures for determining an effective and more efficient accountability system.	4	3	2	1	0	
24. RRCs should eliminate all activity which takes away staff time in carrying out program functions.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
25. Uniform cost rate for RRC contracts and sub-contracts should be established on a national basis.	4	3	2	1	0	
26. Each state should have the option of combining the ALRC/RRC activities under one state coordinator.	4	3	2	1	0	
27. Multi-state regions should allocate funds to SEAs on the basis of differential state needs.	4	3	2	1	0	
28. RRCs must always work through SEAs for services delivery and other operations.	4	3	2	1	0	
29. RRCs and SEAs should work cooperatively with institutions of higher education regarding training.	4	3	2	1	0	
30. RRCs should emphasize concepts which can deal with large population areas as well as the rural and remote areas.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
31. States must communicate their needs to the RRC with clear statement of priorities.	4	3	2	1	0	
32. Staff administration of RRCs must be understandable and consistent with budget logic. For example: • Rate scheduling - be consistent with state operation and travel/per diem costs. • Salary differences/ALRC vs. RRC/travel restrictions, etc., need to be resolved.	4	3	2	1	0	
33. Periodic third party evaluation of RRCs should be conducted and reported to consumers and BEH.	4	3	2	1	0	
34. RFP for RRCs should include among eligible bidders anyone who can efficiently perform the work.	4	3	2	1	0	
35. Services to Deaf/Blind should be channeled through the RRCs.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
	Strongly Agree				Strongly Disagree	
36. Fiscal year must be the same for RRCs, ALRCs, SEAs.	4	3	2	1	0	
37. Each RRC should access state's need for delivering required (mandatory) services.	4	3	2	1	0	
38. Legislation should be redrawn combining the present ALRC and RRC systems into one program.	4	3	2	1	0	

SECTION II

INSTRUCTIONS

On the following pages is a list of 51 statements reflecting various types of service needs which SEAs have or must address. The list was generated by a task force of state directors of special education and other consumers at a recent workshop in Denver.

You are asked to respond to each statement by:

1) Circling the number in the left hand column which most accurately reflects the extent which the statement reflects a need as you see it for your SEA or your state;

2) Circling the number in the middle column which indicates the amount of emphasis that you believe the Regional Resource Center which serves your state should place on meeting this type of need;

3) Make any comments you may wish in the right hand column to explain your answer.

EXAMPLE

Statement	Extent of Need of My SEA	Amount of Emphasis RRC Should Place on Meeting this Type of Need	Comments
Need additional personnel to review and monitor LEA application for Part B funds	4 3 [✓ 2] 1 0	4 3 2 1 [✓ 0]	Should be sole responsibility of SEA personnel

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
7. Assistance in developing a system to determine excess cost data from LEAs.	4	3	2	1	0	4	3	2	1	0	
8. Assistance in providing programs for emotionally handicapped children.	4	3	2	1	0	4	3	2	1	0	
9. Knowledge of other agency programs	4	3	2	1	0	4	3	2	1	0	
10. Assistance in developing and implementing non-discriminatory testing and assessment practices.	4	3	2	1	0	4	3	2	1	0	
11. Information about record keeping and data collection methods.	4	3	2	1	0	4	3	2	1	0	
INSERVICE TRAINING NEEDS											
12. Assistance in training of placement teams and/or committees.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
13. Inservice training of LEA service personnel.	4	3	2	1	0	4	3	2	1	0	
14. Improving SEA and LEA personnel skills in use of media and equipment.	4	3	2	1	0	4	3	2	1	0	
15. Training of persons who may have role in legal aspects of special education.	4	3	2	1	0	4	3	2	1	0	
16. Training of advocates, surrogates, parent groups on services available from Special Education.	4	3	2	1	0	4	3	2	1	0	
17. Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	4	3	2	1	0	4	3	2	1	0	
18. Training of teachers in developing and writing behavioral objectives.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
19. Training of SEA and LEA administrators to resolve administrative problems connected with 94-142.	4	3	2	1	0	4	3	2	1	0	
20. Training to increase the SEA and LEA capacity to assess referred children.	4	3	2	1	0	4	3	2	1	0	
21. Assistance in implementing individual educational plans as required by P.L. 94-142.	4	3	2	1	0	4	3	2	1	0	
22. Training Hearing Officers as required by P.L. 94-142.	4	3	2	1	0	4	3	2	1	0	
23. Training personnel to train parents to work with their handicapped children.	4	3	2	1	0	4	3	2	1	0	
SERVICE NEEDS											
24. Evaluation of appraisal process in LEAs.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
25. Evaluation of placement of pupils in various educational programs.	4	3	2	1	0	4	3	2	1	0	
26. Development of direct services network across all target population agencies.	4	3	2	1	0	4	3	2	1	0	
27. Direct services needed beyond LEA capability. Any or all of: • referral system • comprehensive evaluation -medical -psychological -emotional -sociological -educational • financial support • direction center - including concept of "one-stop service" and followup	4	3	2	1	0	4	3	2	1	0	
28. A bank of resources for unanticipated crisis situations of local school districts.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
29. Interface with other groups having like responsibility for children with handicapping conditions.	4	3	2	1	0	4	3	2	1	0	
30. Regional child service programs for low incidence handicapped in sparsely populated regions.	4	3	2	1	0	4	3	2	1	0	
31. Periodically bring together individuals who have the capacity to resolve problems.	4	3	2	1	0	4	3	2	1	0	
32. Assistance in program evaluations, review and compliance monitoring.	4	3	2	1	0	4	3	2	1	0	
33. Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	4	3	2	1	0	4	3	2	1	0	
34. Coordinated planning between ALRC and RRC for developmental, innovative projects.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
35. Assistance in the development of a data collection system as required by 94-142.	4	3	2	1	0	4	3	2	1	0	
36. Development of uniform storage and retrieval systems (directional service support) which should include national, state, regional capability.	4	3	2	1	0	4	3	2	1	0	
37. Assistance in developing eligibility criteria (standards) for handicapped children - P.L. 94-142.	4	3	2	1	0	4	3	2	1	0	
38. Access to a regional/national talent bank of experts in special education service delivery.	4	3	2	1	0	4	3	2	1	0	
39. Provide information on state needs to institutions of higher education.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
RESEARCH NEEDS											
40. Development of an impact study (data) on services to handicapped children (cost effectiveness).	4	3	2	1	0	4	3	2	1	0	
41. Investigate and experiment with new and untried programs materials, curricula and models, including cultural models, to determine appropriate education for severely profoundly handicapped children.	4	3	2	1	0	4	3	2	1	0	
42. Development of directional studies (position papers, futuristic modeling).	4	3	2	1	0	4	3	2	1	0	
FISCAL NEEDS											
43. Funds to make information about exemplary projects available to others.	4	3	2	1	0	4	3	2	1	0	
44. Flexibility and funds to buy services as needed.	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
45. Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	4	3	2	1	0	4	3	2	1	0	
SERVICE DELIVERY MODES											
From the following list of alternative service delivery methodologies which RRCs might provide the states, please rate the extent of need you have for each delivery mode (first column) and your idea of the extent of emphasis the RRC should place on each service delivery mode (second column).											
46. Provide Inservice Training	4	3	2	1	0	4	3	2	1	0	
47. Provide Model Programs	4	3	2	1	0	4	3	2	1	0	
48. Provide Direct Services	4	3	2	1	0	4	3	2	1	0	

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
	Great Need				No Need	Great Amount				No Amount	
49. Provide Personnel	4	3	2	1	0	4	3	2	1	0	
50. Provide funds	4	3	2	1	0	4	3	2	1	0	
51. Conduct Research	4	3	2	1	0	4	3	2	1	0	

SECTION III

PLEASE PROVIDE ANSWERS AND COMMENTS IN THE SPACE PROVIDED. USE THE BACK IF NECESSARY.

1. What percentage of RRC funds do you think should be devoted to direct services to handicapped children and youth (i.e., testing, evaluation and programming) as compared to services provided to SEAs, IEAs, and LEAs?

Direct service to handicapped		Service to SEAs		Service to IEAs		Service to LEAs		
____________%	+	______%	+	________%	+	_______%	=	100%

2. Do you think the RRC should investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for severely, profoundly handicapped children?

_____ Yes _____ No

COMMENTS:

3. Do you think one contractor could deliver both RRC and ALRC services within a region?

_____ Yes _____ No

OR

Do you think one contractor should deliver both RRC and ALRC services within a region?

_____ Yes _____ No

If No, Why not?

If Yes, What major benefits would there be for the RRC program?

4. What kinds of program accountability do you think are necessary for RRCs? (Please Check)

_____ Numbers and types of handicapped children served?

_____ Children's progress in educational programs?

_____ Numbers and types of services provided to handicapped children?

_____ Numbers and types of services provided to handicapped children SEAs?

_____ Other (specify) ____

____

5. Rank the factors which you feel should determine the allocation of funds for an RRC region. Rank the most important factor 1, the second most important factor 2, etc.

a. _____ total population

b. _____ population density

c. _____ state dollar support for special education

d. _____ other ____

____

6. Do you consider assistance from your RRC sufficiently important to warrant continued funding?

_____ Yes _____ No

If Yes:

a. _____ for another year or two

b. _____ for another three to five years

c. _____ for another five to ten years

d. _____ indefinitely

7. Does your SEA have sufficient staff capability (or would it add such a capability) to carry out the RRC mission if funds were directly awarded to your state for RRC-type work?

_____ Yes _____ No

8. If RRC regions were reorganized, would you prefer to remain in your present multi-state or single-state region?

_____ Yes _____ No

If No, Specify your preference:

9. Does your state have problems or concerns related to the RRC scope of activities not addressed in the foregoing?

_____ Yes _____ No

If Yes, please specify and discuss:

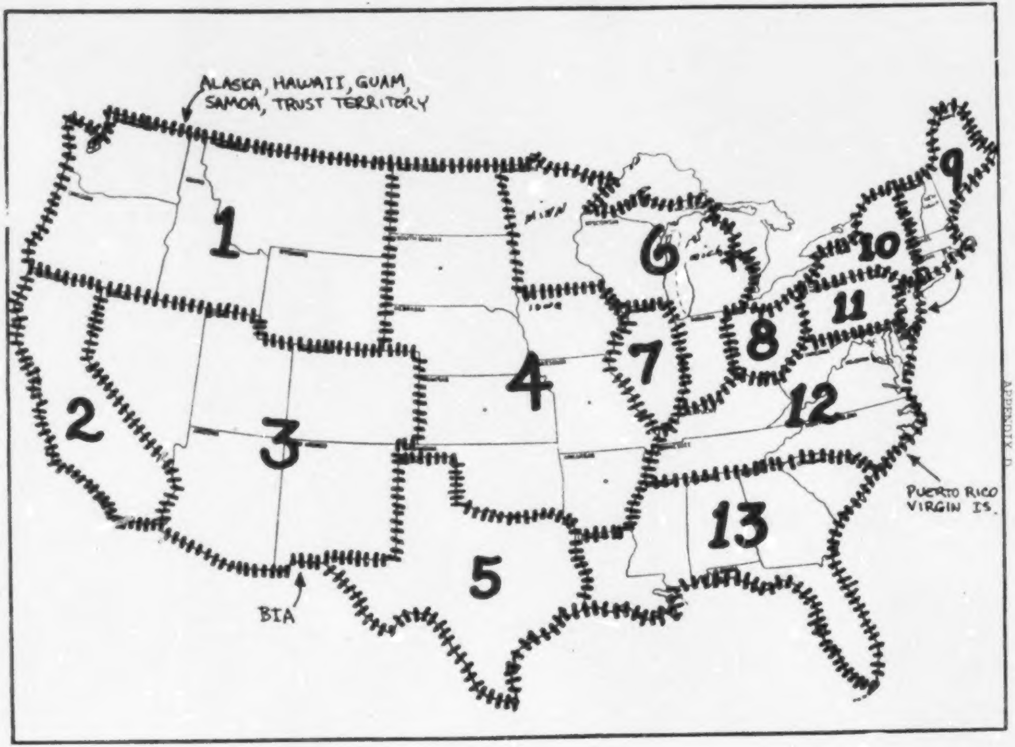
APPENDIX C

STATES RESPONDING TO SURVEY FORM

Alabama
Alaska
Arizona
Arkansas
California
Connecticut
Delaware
Floria
Georgia
Guam
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Nevada
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Rhode Island
South Carolina
South Dakota
Texas
Vermont
Virginia
Wisconsin
BIA
District of Columbia

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need					Comments
II. NEEDS	Great Need				No Need	Great Amount				No Amount	
MODEL PROGRAM NEEDS											
1. Model curriculas for the severely, profoundly and multi-handicapped.	4	3	2	1	0	4	3	2	1	0	
2. Coordination and communication among SEAs and USOE on trends, statistics, etc.	4	3	2	1	0	4	3	2	1	0	
3. Definition of "appropriate education" as related to 94-142.	4	3	2	1	0	4	3	2	1	0	
4. Knowledge of federal projects in my state which are being funded and/or continued.	4	3	2	1	0	4	3	2	1	0	
5. Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	4	3	2	1	0	4	3	2	1	0	
6. Awareness of projects around the nation which are worthy of replication.	4	3	2	1	0	4	3	2	1	0	

ATTACHMENT 'A' MSCF #11 and 12 Page 2


ALASKA, HAWAII, GUAM, SAMOA, TRUST TERRITORY
1
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7
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10
11
12
13
MINN
IOWA
MICH
BIA
PUERTO RICO VIRGIN IS.

HEW-111

APPENDIX E

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Dr. Dick Galloway - NASDSE
Dr. Bill Schipper - NASDSE
Dr. Bill Wilson - NASDSE
Mr. Terry Berkeley - NASDSE
Ms. Kay Ellis - National Consortium on Physical Education & Recreation for the Handicapped

Senator RANDOLPH. Mr. Chasey, you may proceed.

STATEMENT OF WILLIAM C. CHASEY, PH. D., PROJECT DIRECTOR, NATIONAL CONSORTIUM ON PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED, WASHINGTON, D.C.

Mr. CHASEY. My name is Bill Chasey. I am directing a special training project for the National Consortium on Physical Education and Recreation for the Handicapped.

It is my pleasure to appear before this committee to review programs for the handicapped as they relate to physical education and recreation. Considering Senator Culver's testimony directed toward recreation, my comments will relate to physical education. I will be happy to answer questions relative to recreation if they arise.

On March 23, 1973, I had the privilege of testifying before this Senate Subcommittee on the Handicapped. At that time, I was providing testimony on physical education services for three new programs before the Senate for consideration, one of which was Senate bill 6, the Education for All Handicapped Children Act.

It is a privilege to represent my colleagues 4 years later and discuss the ramifications of Public Law 94-142, the culmination of S. 6, as they relate to physical education as a direct service, and recreation as a related service.

I am a member of the National Consortium on Physical Education and Recreation for the Handicapped, an organization of professionals in both physical education and recreation, who are interested in seeing that all of our Nation's handicapped children have the opportunity to benefit from these vital programs.

Our organization appreciates and has been most supportive of all of the efforts of this Subcommittee on the Handicapped during the development of Public Law 94-142, and has worked closely with the Division of Assistance to States of the Bureau of Education for the Handicapped as they carefully prepared the various concept papers that led to the proposed rules that will implement the intent of Congress in this monumental legislation.

We applaud the work of Messrs. Edwin Martin, Daniel Ringelheim, Jack Jones, and Thomas Irvin and the Aid to States branch for their untiring efforts to see that this process reaches its successful completion and that all of the Nation's handicapped children have available to them a free appropriate public education.

It has been my experience that during public hearings such as this, little time is devoted to supportive testimony for a job well done. It is my intent to do just this and go on record to say "thank you" to this committee for your interest in physical education and recreation services as demonstrated in Public Law 94-142.

In recent years, educators have begun to pay increased attention to the needs and possibilities for improving physical performance of handicapped children. The vital role that physical exercise plays in the growth and development of the human organism, from the initial movements in the fetus during prenatal stages and continuing throughout the lifetime of the individual, has been the most important basis for the development of physical education as an established discipline in the educational systems of today.

While the physiological basis of physical activity is well vested in scientific fact and predicated by the principles that hold true in all living organisms, the planned program of physical education has not been a reality for all the children of our society. Although physical education has been a part of the public school systems for some time, only in recent years has there been a trend toward including the handicapped in the benefits that can and should be derived from such a program. Well-organized programs of physical education for the handicapped, for example, in a public school system are still very rare and such programs are almost nonexistent in institutions for the mentally retarded.

Freedom of movement allows one to explore and adjust to one's environment, and, in doing so, promotes confidence and a means of expression. Few handicapped children have the physical qualities to permit them this freedom of movement without specialized developmental programs. Although there are differences of opinion as to the degree of effect, most authorities agree that, if properly applied, motor activities may contribute to the total education of the handicapped child.

According to Public Law 94–142, the term "Free Appropriate Public Education" means special education and related services which have been provided at public expense, under public supervision and direction, and without charge, and which meet the standards of the State educational agency to include an appropriate preschool, elementary, or secondary school education which is provided in conformity with the individualized education program required under the law.

The special treatment given to physical education in this law is contained in various components of the above definition. First, special education is defined as specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

A careful perusal of the definition of special education reveals that physical education is the only curriculum area mentioned specifically in the law.

It was pointed out by the Assistance to State for Education of Handicapped Children Division of BEH USOE that several questions have arisen asking why physical education services are given special attention in the rules and regulations. The position was taken to conform with congressional intent as stated in the House of Representatives Report No. 94–332:

> The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

It is inherent in the above discussion that if special education is to be provided for all handicapped children, physical education must also be provided. Physical education, as defined in the proposed rules and regulations, includes special physical education, adapted physical education, and motor development as acceptable terms, and include the development of physical and motor fitness, fundamental motor skills and patterns, body mechanics, individual and group games and sports, skills to include intramural and lifetime sports, dance and movement education.

The individual education program for each child must include a statement of specific educational services to be provided to the child, including a description of (1) all special education and related services which are required to meet the unique needs of the child, (2) any special instructional media and materials to be provided, and (3) the type of physical education program in which the child will participate.

It has become increasingly evident that the special treatment given to physical education as a direct service and to recreation as a related service under this law has caused considerable problems for State education agency, SEA, personnel. On the basis of reports in December 1973, of Bureau of Education for the Handicapped, BEH personnel preparation projects, it was estimated that less than 20 percent of schools are offering physical education to handicapped children. It was further estimated that 80 percent of the schools offering education services to handicapped children have totally inadequate physical education services.

State education agencies are responsible for insuring that all education programs within the State for handicapped children are carried out, including all such programs administered by any State or local agency. There are limited State leadership personnel available to design and implement programs in physical education for the handicapped. Normally, SEA personnel have broad and diverse responsibilities and rarely have had the time or money available to devote to this area. The Education for All Handicapped Children Act of 1975 places the responsibility of physical education programing on the individual SEA's, and the final responsibility will rest with the SEA directors of special education and the SEA directors of physical education.

I am presently directing a special training project awarded by the Bureau of Education for the Handicapped to the National Consortium on Physical Education and Recreation for the Handicapped. The goal of this 3-year grant is to establish a quality physical education program for all handicapped children through the development of comprehensive special physical education SEA plans.

Specifically, this goal is being accomplished through an interdisciplinary inservice training program directed toward the SEA directors of physical education and the SEA directors of special education.

Various concerns relative to physical education have emerged from SEA personnel, and these concerns provide, in part the basis for my following recommendations. These recommendations, I trust, will lead to legislation and funding priorities in order to assure that all handicapped children will have available to them a free appropriate public education.

A comprehensive system of personnel development of a national scope is needed to assure compliance with the intent of this legislation. The obligation of SEA's for personnel preparation in Public Law 94-142 is quite clear.

I do feel that implementation will require a major cooperative effort by SEA's and institutions of higher education for both preservice and inservice training.

Although physical education is the only curriculum area listed in the definition of special education, there has not been an increased effort in funding priorities to assure that special or regular education teachers are trained or available to meet the mandates of the law.

Although there is a major emphasis in special education on inservice training, and not on preservice training, physical education has not experienced the funding necessary to provide an adequate number of specialists needed in the field. Under part D funds last year, less than 1 percent of the moneys disbursed for program assistance grants and special projects went to physical education programs.

One. I recommend that the number of program assistance grants in physical education be increased from the present 25 to a level consistent with the major emphasis given to physical education in Public Law 94-142.

Two. I recommend that an effort be made to interest additional high quality physical education professional preparation programs to develop specialization in programs for the handicapped.

Three. I recommend that special incentive grants be awarded jointly to State education agencies and institutions of higher education to develop cooperative inservice and preservice personnel preparation programs in special physical education.

Four. I recommend that a portion of the part B funds allocated to State education agencies and local education agencies for inservice training be designated for inservice training in special physical education.

State planning is obviously important. However, in many institutions, training institutions serve a regional or national population in addition to responding to State needs. Consequently, statewide needs assessments and personnel planning efforts may not be totally applicable to some institutions of higher education.

Five. I recommend that incentives be established to encourage regional planning for special physical education.

Based on the results of a roundtable symposium on psychomotor development of young handicapped children held in 1976, and funded by the BEH:

Six. I recommend that the major emphasis of inservice and preservice programs be on the young handicapped child, preschool through elementary school, and that the development and implementation of individual education programs be a major priority.

One of the weakest areas in the historical development of physical education for the handicapped has been research collection and dissemination. The majority of the research has been reported only in recent years and is scattered throughout the literature.

As stated previously, in the case for personnel preparation, there has not been an increase in funds for research in response to the special emphasis placed on physical education in the law.

For example, in 1969, $300,000 of new moneys was spent by the BEH for research projects in physical education for the handicapped, and 7 years later that amount has increased only $126,000 to a total of $426,000 in fiscal year 1976, a figure less than 10 percent of the new research money available during that year.

It is my firm conviction that physical education programs must be predicated on scientific fact. Quite basic to an eventual understanding of the nature and problems of the handicapped child is an understanding of how handicapped children learn and, most particularly, of how they learn to learn motor skills.

In order to achieve this end, the following recommendations seem appropriate:

One. I recommend an increase of moneys for field initiated research projects in general and for physical education specifically.

Two. I recommend that an effort be initiated to interest high quality established research scientists in physical education in directing their skills to programs for the handicapped.

Three. I recommend that the Division of Innovation and Development of the BEH work closely with the Division of Personnel Preparation in establishing research training programs for promising graduate students.

Four. I recommend that the BEH continue to fund established research scientists with histories of success in the area of the handicapped.

Five. I recommend that research projects be established for longer duration in order to provide longitudinal data on learning and performance for handicapped children.

Six. I recommend that research efforts be directed toward early intervention programs in response to Public Law 94–142 and the current research literature.

It is quite evident from my recommendations that the key to success is funding. Until specific funds for physical education are designated in funding agencies, the full intent of Public Law 94–142 will not be met.

I thank you for the opportunity to appear once again before this subcommittee, and I appreciate your kind attention to my recommendations.

Thank you.

Senator RANDOLPH. Thank you, Mr. Chasey, very, very much. As often occurs, not only in this area of activity, but in others, you know we authorize certain figures. Then we carry the programs into being through appropriations at lesser amounts because of heavy demands and varying interests of individual Members of Congress. You bring to us a very important need. I know personally that there is a therapeutic value that physical activity can bring to those persons who are motor impaired persons. It has been proved.

Now is there a program of physical education instruction that contributes or can contribute to what I will call the total development of deaf persons or mentally retarded persons? Is there such a package?

Mr. CHASEY. Yes, sir. Some that are already established and those that are under development. One specific example would be the "I can" project that has been developed through Michigan State University, under the auspices of Dr. Janet Wessel. This is a total curriculum program for children K through 12.

There are others, of course, that are under development at this time, especially in the area of preschool programs.

Senator RANDOLPH. Just quickly, because I have been interested in physical education programs at the college level particularly for a long, long time, let's say the deaf, for example, at Gallaudet, what sort of programs are there in that area that you believe are important?

Mr. CHASEY. I really cannot speak with any great expertise about Gallaudet, other than the fact that there is one program that is nationally known. This program is directed by Peter Wisher, and deals with dance for the deaf, and has received a great deal of national recognition, as a traveling troup traveling throughout the country. Other than that, I cannot speak specifically to that program. The remarks that I made generally about programs for the handicapped and physical education services specifically that are available still have a long way to go. I do not think we are going to be able to live up to what we asked for 4 years ago before this committee unless there are additional funds available to help us in the area of professional preparation and especially in the area of research.

Senator RANDOLPH. Going from physical education into interscholastic or intercollegiate sports, I think there are few people that realize that Gallaudet has a football team, a basketball team, and a good hockey team. They compete with other institutions in tennis and maybe in track, I am not sure. I only add this dimension to competitive interscholastic or intercollegiate sports to reinforce what you are saying that these programs can be a very important part of the development of the whole person. Is that right?

Mr. CHASEY. Yes, sir.

Senator RANDOLPH. You cannot quit at a certain so-called level or certain spot.

There is this complete life which in degree—you know people can live, and in living they can be happier and healthier, and frankly, contribute more to the society, is that not right?

Mr. CHASEY. Yes, sir. Very well put.

Senator RANDOLPH. Thank you for your testimony. We remember your efforts in the past. We are going to work with you and call upon you in the future.

Mr. CHASEY. Thank you very much.

Senator RANDOLPH. Our last witness this morning is Mr. T. V. Cranmer, Director of Technical Services, Division of Services for the Blind, Frankfort, Ky.

We are very happy to have you come. The Senator from Kentucky, Wendell Ford, is interested in this subject matter and has told us of your work. Would you testify now before the Subcommittee on the Handicapped.

STATEMENT OF T. V. CRANMER, DIRECTOR, TECHNICAL SERVICES, DIVISION OF SERVICES FOR THE BLIND, BUREAU OF REHABILITATION SERVICES, FRANKFORT, KY.

Mr. CRANMER. Thank you, Senator Randolph. I have submitted a prepared statement which would be included in the permanent record of the committee hearing. I will not review that material. I will add a brief discussion of an area of concern that I would hope that the subcommittee will look into at considerable length. This concern is one that is shared by the blind and many other severely handicapped individuals. It concerns one of mobility. The facility for getting abroad in the land, as the late Dr. Jacob Usten Brook referred to it, the ability to come and go at will, without unnecessary or undue dependence on others. I will illustrate what I am talking about by a brief statement of what has happened recently in our own capital city of Frankfort, Ky. On a Friday morning the cab company, taxicab company, gave notice that it would be closed for business permanently on the following Saturday afternoon. In other words, about 36 hours notice. Now in our city we have vending stand operators who are dependent upon the taxi service to go to work. We have numerous professional State employees who are dependent upon this kind of service. And for all, practical purposes the blind people in our community were suddenly faced with the prospect of being confined to quarters, to their residence.

Senator RANDOLPH. You mean in Frankfort there is no taxi service?

Mr. CRANMER. There has been a new company, Senator, very small, two to three taxis. I mention this situation in Frankfort, not because it is unique, but because it is typical. Georgetown, Ky., or Midway, Ky., many towns in West Virginia, all over the country we are finding a steady withdrawal of public transportation facilities.

I am told by the Commissioner of Motor Transportation for the State of Kentucky that the Greyhound Bus Co. has requested permission to discontinue service from Lexington east, in our State. What is happening is this, our society has evolved a life style based on the private ownership of motor vehicles. So that every person who needs to get out, it is expected that he have his own automobile, or that his family have one or two or three.

The problem in Frankfort was temporarily solved because five of us blind individuals quickly formed "Transportation for the Handicapped Incorporated." And this is the main subject of my additional testimony here. I would hope that the subcommittee would find means of stimulating the development of transportation systems to fill this void left by the rapid retreat of the public transportation system in our country. I am sure that the metropolitan residents of Washington, D.C., New York City, and Chicago, and Philadelphia, places like that, are not yet aware of this movement that is taking place. But in our town, it is about 2 miles to the nearest—from my home it is about 2 miles to the nearest city bus, and it runs about twice a day.

Senator RANDOLPH. What is the size of Frankfort?

Mr. CRANMER. Roughly, 22,000. Perhaps it would be possible to extend some financial incentives, make available grants for the formation of nonprofit private or public corporations to meet the need.

In our situation, we arrange to have each of the members of our corporation pay weekly dues and in return for that they were transported to and from work and by special arrangements taken to medical appointments, to meet Greyhound Bus schedules and other transportation needs. We existed for 5 months, Senator, without a taxicab service in our town. As I say, there now has been a new franchise, but it is marginal. There is good reason to suspect that they will have financial difficulties, as appears to be the case in all towns.

Only one other comm[illegible]at I could make in addition to the prepared text, and that is [illegible] after a quarter of a century of direct experience in working in the delivery system of a program within a general agency, it is my impression that the difficulties that we experience in developing the best programs for the blind, stems from the fact that we are proliferating the programs for the blind within the general agencies, along the lines that have proven so successful for the general agency, but has not been proven successful or tested in delivering the programs for the blind. In other words, the general agency with its large perspective, with its large target population, develops the skeletal framework for the delivery system, and then the agencies for the blind within these larger agencies are by persuasion or examples or whatever term you may choose, obligated more or less to go along with the same style, the same type of small regional offices, one or two counselors here or there, and so on. This seems to me to be one of the basic problems we have in this continuing controversy over a separate agency for the blind.

I am very much aware of the hour, Senator, I know that you have worked longer and harder than I have this morning so I won't press beyond this. I do appreciate the opportunity to speak to the committee and would like to close by saying that "Randolph" is synonymous with opportunity for the blind in our State. Thank you, sir.

Senator **Randolph**. Thank you.

I was just recalling, as you spoke, that 3 or 4 years ago the Transportation Subcommittee of our Public Works Committee was holding a hearing in the Watts section of Los Angeles. We were conscious of the problem, Mr. Cranmer, of the elderly citizen who could not, of course, even if he or she had the money, could not have a permit to drive a car. These people, of course, were not able to purchase cars but they were dependent on public transportation.

You add new dimension here, which I am going to make a matter of priority with our Subcommittee on Transportation of the Public Works Committee, and we will make it a matter of priority here. I know what you are talking about so very well. I live in a town of 9,000 persons. We are approximately 1 hour and 10 minutes from Clarksburg, which is the cl[illegible] so-called city. In West Virginia really, we have no cities, but it is [illegible]00 in population. I remember the days when we had good bus transportation.

We have none now.

By your testimony here, you may be the last witness of the day, but you have opened up another Pandora's box for us. We will have to reach in there, and through your help and others, we will attempt to do more than we have been able to do in the past.

[The prepared statement of Mr. Cranmer along with additional material supplied for the record, follows:]

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF REHABILITATION SERVICES
FRANKFORT 40601

MEMORANDUM

TO: Senate Committee on Physically Handicapped
Jennings Randolph, Chairman

FROM: T. V. Cranmer, Director
Division of Special & Technical Services

DATE: February 7, 1977

It is becoming increasingly apparent to those of us seeking to apply technology to the solution of problems resulting from blindness that some means must be found to distribute the high cost of disability to all of society rather than place the unusual economic burden of blindness on the individuals who have the handicap. Economic incentives should be provided to stimulate the development of new sensory aids and the modification of existing instruments and apparatus of all sorts so that they may be used by persons who are blind. Still more important, subsidies should be provided so that the blind consumer will not be required to pay more for the equipment he needs than the nonhandicapped citizen pays for comparable equipment which has not been modified. Just two examples will be cited to illustrate this point. An electronic pocket calculator for use by persons with normal vision may be purchased for under $25 while a comparable calculator equipped with speech output or braille output may cost as much as $350 or $400. A carpenters spirit level for use by the sighted may be purchased for under $10 at the neighborhood hardware store while the identical device, modified with tone output for use by the blind, is currently priced at $65.95.

Blindness is sometimes a result of accident. Blindness is sometimes a result of disease. Blindness is sometimes the result of defects in the genetic stream. In any case, blindness is never chosen as a way of life by any of us. Therefore, blindness must be regarded as a condition extant in a species and the consequences of blindness and the burdens resulting should to the extent possible be shared by all of man.

Page #2

My first employment in Vocational Rehabilitation was as a counselor of the blind within a general agency. I remained in that position for three years and then became supervisor of Services for the Blind. Finally, I became director of the Division of Services for the Blind, a post which I held for 17 years. This experience was in a general agency and has persuaded me that the separate and specialized agency for the blind is a more effective service delivery system than a combined agency due to conflicts of policy and the unavoidable competition for limited resources.

General agencies tend to promulgate policies and regulations based on their perception of the total population including all handicapps which they serve. These policies must be so stated that they tend to be restrictive when applied to the minority group of the severely disabled blind clients. The general agencies' policies pertaining to higher education must be modified by providing special exception clauses or they will prevent many blind people from acquiring the education which they should receive. It is almost axiomatic that a policy formulated to provide guidelines for serving individuals with minor disabilities will usually result in hardship or reduced services to persons who are blind.

Much of the debate over whether or not there should be separate agencies for the blind could be allayed by modifying the present practice of allotting blocks of Federal dollars to each of the states for the provision of rehabilitation services in the state while leaving the division of funds between the general and blind agency to local or state level negotations. In effect, the present practice promotes rivalry, hostility and distrust between the state agencies by forcing them to compete for available resources. The blind agency which is always smaller often feels that it gets less than its fair share of Federal support while the general agency reflects the attitude that whatever the blind get is at the expense of their program. A federal formula or guidelines for the distribution of Federal funds between the general and blind agencies would do much to alleviate the controversy over who is going to administer the programs for the blind. It would, also, provide a yardstick for judging the performance of the general agencies in those states where a separate agency for the blind does not exist.

TVC:jg

STATE OF KANSAS
ROBERT F. BENNETT, Governor

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES
State Office Building
TOPEKA, KANSAS 66612
ROBERT C. HARDER, Secretary

Division of
Vocational Rehabilitation

Division of
Social Services

Division of
Mental Health
and Retardation

Division of
Children and Youth

Division of
Administrative Services

Alcohol and Drug Abuse
Section

State Office
Economic Opportunity

MAR 21 1977

March 15, 1977

Received
3/21/77
[illegible] on
The Handicapped

The Honorable Jennings Randolph
United States Senator
Chairman, Subcommittee on Handicapped
Senate Committee on Labor and Public Welfare
5121 Dirksen Senate Office Building
Washington, D. C. 20510

Dear Senator Randolph:

I recently reviewed written statements submitted for the record by Mr. Richard Edlund, 7146 Kaw Drive, Kansas City, Kansas, who represented the National Federation of the Blind, at a hearing before your subcommittee on 2-7-77.

The essence of Mr. Edlund's remarks about programs to serve blind persons was to attack the umbrella agency concept and correspondingly to praise the separate agency concept. In facing squarely various realities here in Kansas, there is no question but what the umbrella agency concept enables us to provide more comprehensive services to the blind and to do so more effectively and efficiently than could be done through a separate agency. Of course, it is not inconceivable that in some states under some conditions the separate agency concept may also prove adequate. The purpose of this letter, though, is not to try to resolve the issue of umbrella versus separate agency but is primarily to point out some of the main gross factual errors in Mr. Edlund's presentation.

1. In paragraph 2 of Mr. Edlund's remarks, he states that blind services in Kansas falls "about five layers down below the director of S.R.S." In actuality, there is only one "layer" between the Director of Kansas Services for the Blind and Visually Handicapped (KSBVH) and the Secretary of the Department of Social and Rehabilitation Services. There are only two layers between the Director of KSBVH and the Governor. A copy of our organizational chart is enclosed (Attachment 1).

2. In paragraph 3, Mr. Edlund gives an estimate that in Kansas "there are somewhere around 7,000 blind people." The best estimate of number of blind persons in Kansas is 5,100 and was obtained in 1970. Since then, there have been no substantial changes in Kansas population or in the age distribution thereof. The 5,100 figure is still considered appropriate.

   The above-mentioned estimate was obtained from an article entitled "Estimates of Blindness in the United States" which appeared in the Summer, 1973, issue of The Sight-Saving Review. This is a publication of the National Society for Prevention of Blindness which is a recognized leader in providing sophisticated, reliable estimates of prevalence of blindness. A copy of the article is enclosed (Attachment 2).

   Also in paragraph 3, Mr. Edlund indicates there are case files on 750 blind Kansans and that active case files contain fewer than 400. In reality, in fiscal year 1976, KSBVH served 1,840 eligible individuals; and this figure was accordingly reported to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (See Attachment 3). As to number of active case files at any given point in time, as of 3-1-77, there were 1,075 active case files.

3. In his paragraph 4, Mr. Edlund deals with library services for the blind and physically handicapped and implied there are gaps in this area because it is administered by the Kansas State Library and that the gaps would not exist if it were administered by KSBVH.

   Prior to 7-1-70, Kansas library services to the blind and physically handicapped was under the jurisdiction of KSBVH. The transfer of this library program to the Kansas State Library took place on 7-1-70 as a result of a recommendation made by KSBVH to the Governor and state legislature. The rationale for the recommendation was basically a recognition that the Kansas State Library had more experience and expertise than did KSBVH in delivering library services. We doubt if any knowledgeable consumer of services would deny that services have improved since the transfer occurred. The Kansas State Library has had the resources of a comprehensive regional and local library network to provide services to blind and physically handicapped individuals at the local community level throughout the state.

4. In paragraph 6 of Mr. Edlund's remarks, there is implication that KSBVH was transferred to a "super umbrella" agency six years ago and was not under an umbrella agency prior to that time. The facts are the KSBVH has always been part of a comprehensive state organization (originally named State Department

of Social Welfare) and some reorganizational changes which occurred on 7-1-73 did not change the authority of the Director of KSBVH nor change the number of layers between the Director and final departmental authority.

Also in paragraph 6, Mr. Edlund indicates services to the blind is being lumped in with all other handicaps in the general agency. The "general agency" in Kansas is the Kansas Division of Vocational Rehabilitation, which is a separate and distinct division within the Department of Social and Rehabilitation Services. The Director of KSBVH is not accountable in any manner to the Director of that general agency. Furthermore, all KSBVH staff, including the vocational rehabilitation counselors, are accountable to the Director of KSBVH as shown on the detailed KSBVH organizational chart (Attachment 4).

Sincerely yours,

Robert C. Harder

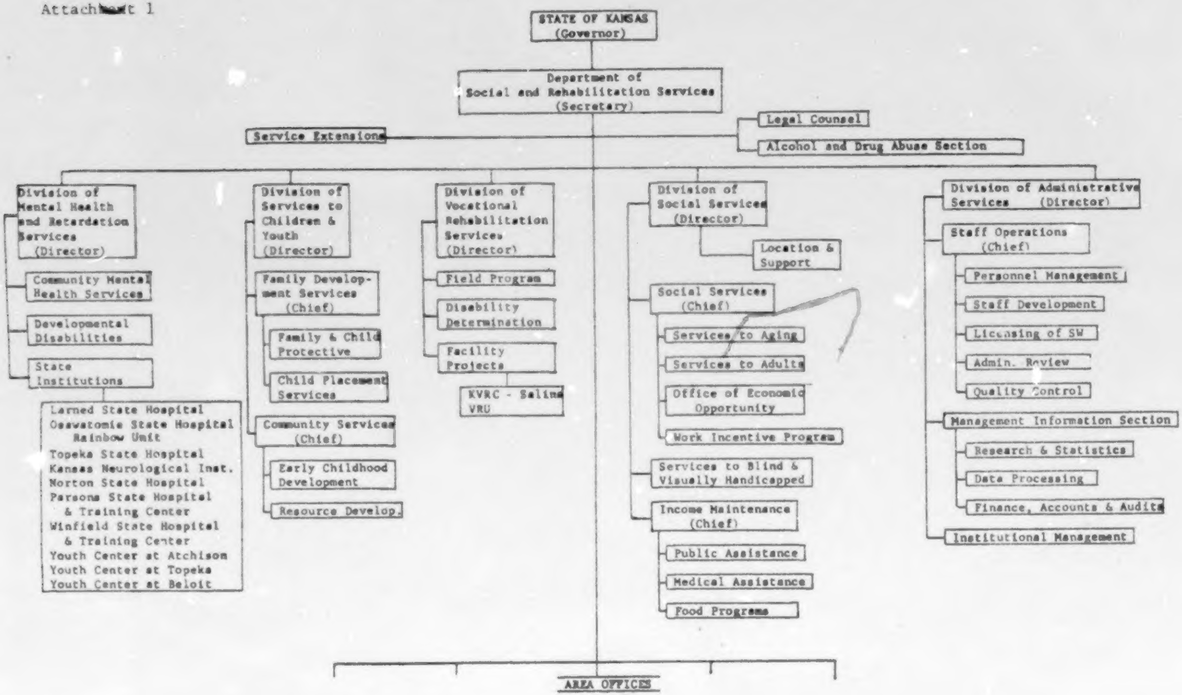
Robert C. Harder
Secretary

RCH:jem

Enc. 4

THE STRUCTURE OF THE KANSAS STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

Attachment 1


STATE OF KANSAS (Governor)
Department of Social and Rehabilitation Services (Secretary)
Service Extensions
Legal Counsel
Alcohol and Drug Abuse Section
Division of Mental Health and Retardation Services (Director)
Community Mental Health Services
Developmental Disabilities
State Institutions
Larned State Hospital
Osawatomie State Hospital Rainbow Unit
Topeka State Hospital
Kansas Neurological Inst.
Norton State Hospital
Parsons State Hospital & Training Center
Winfield State Hospital & Training Center
Youth Center at Atchison
Youth Center at Topeka
Youth Center at Beloit
Division of Services to Children & Youth (Director)
Family Development Services (Chief)
Family & Child Protective
Child Placement Services
Community Services (Chief)
Early Childhood Development
Resource Develop.
Division of Vocational Rehabilitation Services (Director)
Field Program
Disability Determination
Facility Projects
KVRC - Salina VRU
Division of Social Services (Director)
Location & Support
Social Services (Chief)
Services to Aging
Services to Adults
Office of Economic Opportunity
Work Incentive Program
Services to Blind & Visually Handicapped
Income Maintenance (Chief)
Public Assistance
Medical Assistance
Food Programs
Division of Administrative Services (Director)
Staff Operations (Chief)
Personnel Management
Staff Development
Licensing of SW
Admin. Review
Quality Control
Management Information Section
Research & Statistics
Data Processing
Finance, Accounts & Audits
Institutional Management
AREA OFFICES

Attachment 2

Current estimates of prevalance and new cases of blindness are essential for the planning of prevention programs

Estimates of Blindness in the United States

Elizabeth Macfarlane Hatfield, M.P.H.

Introduction

Prevalence rates for blindness for the United States and each state have not been revised since the 1960 rates prepared by Dr. Ralph G. Hurlin.[1] These rates as well as new case rates have now been updated to 1970.

In presenting the 1960 rates, Dr. Hurlin wrote "dependable statistics on blindness continue to be seriously lacking in this country." Although some progress has been made since that date and there is now a broader base of more reliable statistics on blindness for estimation purposes, actual figures on the number of blind persons in most states are not available. We must still rely on estimates for the United States as a whole and for these states.

The absence of adequate and reliable statistics on the blind population in this country is a serious handicap to agencies and individuals responsible for prevention of blindness programs or services for the blind. Statistics on the prevalence and incidence of blindness and distributions by age, sex, race, degree of vision impairment and age at onset are essential, not only for the administration and guidance of assistance and service programs for the blind, but planning of prevention programs. Of even greater importance to prevention and research programs are reliable data on the causes of vision impairment.

In 1935, emphasis was given to the need for national and statewide data by enactment of the Social Security legislation and the initiation of federal-state aid-to-the-blind programs. A few states passed legislation requiring the reporting of blind persons and many required a state agency to maintain a register of blind persons. These registers are a potential source of valuable statistics on blindness. However, while accurate data are available on the number and characteristics of persons receiving aid to the blind in many states, these data do not provide a clue as to the total prevalence or, more importantly, the incidence of blindness.

Because of the lack of adequate statistics on blindness, Hurlin was prompted to prepare in 1937 estimated prevalence rates for each state and the U.S. These were based chiefly on differences in the composition of the state populations. Following the population censuses of 1940, 1950, and 1960, prevalence estimates were also made for these years.[1,2,3]

With the results of the census of 1970 now available, estimated prevalence rates have been brought up-to-date. The rates for 1970 and numbers of blind for 1972 are presented in Table I. In addition, estimated new case rates and numbers are provided. These rates were first developed for each state in 1960.[4]

These estimates, as do the preceding ones, refer to blindness as it has been generally defined in the U.S. since adoption of the Social Security Act.[*] State agencies administering the federal-state aid-to-the-blind program were not required to accept a uniform definition of blindness as a condition for eligibility for assistance, but it was recommended that the defininition of visual loss adopted by each state be expressed in terms of ophthalmic measurements. The proposed model was based on that of the American Medical Association's 1934 definition of economic blindness, but was more inclusive.[†] Most of the states adopted the suggested definition. Some, however, omitted or modified the reference to the extent of peripheral field loss. Most other agencies in this country, official or private, which provide services or aid to blind persons have also accepted this definition. Eligibility for income tax exemption, for special teaching materials from the American Printing House for the Blind, for admission to residential schools for the blind, and for state service programs is based on this definition. It is for this reason that persons qualified, under this definition, are generally referred to as "legally" blind.

When the 1960 estimates were published in 1962, we had great expectations for the possibility of more reliable statistics on blindness in the future. The Model Reporting Area for Blindness Statistics (MRA) had been organized under the sponsorship of

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[*] Central visual acuity for distant vision of 20/200 or less in the better eye, with best correction; or, central visual acuity of more than 20/200 in the better eye if the widest diameter of visual field subtends an angle no greater than 20 degrees.

[†] The AMA definition excluded a visual acuity of 20/200.

The absence of adequate and reliable statistics on the blind population in this country is a serious handicap to agencies and individuals responsible for prevention of blindness programs or services for the blind

the Biometrics Branch of the National Institute of Neurological Diseases and Blindness.[5] This was a voluntary organization of 9 states.[*] comprising about 14% of the total United States population. A statewide register of blind persons was maintained by a single state agency in each and they agreed to adhere to a specific set of standards for MRA purposes. These included the adoption of a uniform definition of blindness (that in general use as noted above), collection of specified information, annual updating of the register, adoption of the National Society's Standard Classification of Causes of Severe Vision Impairment and Blindness, and the preparation of specified summary tabulations.

This program offered the states an incentive to improve their registers and achieve complete reporting of all blind persons, and the assistance needed to enable them to develop useful and poolable statistics from this source.

By 1970, the Model Reporting Area with 16 states[†] as members comprised 30% of the U.S. population, but the blind population in these states is not necessarily representative of that in the entire country. For the first time, a reasonably reliable and comparable set of detailed data on a sizable segment of the blind population in this country is available. However, any further progress toward achieving nationwide statistics in the near future will depend on the development of an appropriate study protocol and adequate funding.

Regretfully, in 1971 the National Eye Institute's Office of Biometry and Epidemiology, to which the program was transferred, phased out the MRA activity in favor of other statistical and epidemiologic activities. Additional personnel and funding would have been required to expand the MRA, to include a geographic area more representative of the U.S., evaluate completeness of reporting, and maintain quality of data. The final statistical report for 1969-1970 was recently published.[6]

The Estimation Method

The estimated rates for 1970 presented in Table 1 were produced essentially according to the Hurlin meth[illegible] Data available from the MRA were reviewed and various estimation procedures considered. Hurlin's procedure, which takes into account differences in the composition of state populations and health status, still produces, in my opinion, the most reasonable estimates of the prevalence of blindness for the individual states. It was also found useful for estimating the

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[*] Connecticut, Kansas, Louisiana, Massachusetts, New Hampshire, New Jersey, North Carolina, Rhode Island, and Vermont.

[†] In addition to the 9 original members (see footnote above): Georgia, New Mexico, New York, Oregon, South Dakota, Utah, and Virginia.

TABLE 1. Estimated Prevalence and New Cases of Blindness in the United States, by State, July 1, 1972

Geographic division and state	Factors underlying estimates: Percent of population[a]		Infant death rate, av.[b]		Estimated population	Prevalance		New cases	
	Age 65 & over	Non-white	1958-1962	1966-1970	7/1/72[c] (in 000's)	Estimated rate per 100,000 population	Estimated number[e]	Estimated rate per 100,000 population[d]	Estimated number[e]
United States (including Puerto Rico and Virgin Islands)	9.8	12.4	26.2	21.8	211,116	225.1	475,200	21.0	44,350
United States	9.9	12.3	25.9	21.7	208,234	224.7	467,800	21.0	43,800
New England									
Maine	11.6	0.7	25.7	20.4	1,029	223.1	2,300	20.9	200
New Hampshire	10.6	0.[illegible]	23.4	19.5	771	203.5	1,600	19.4	150
Vermont	10.7	0.4	24.0	20.5	462	206.2	950	19.7	100
Massachusetts	11.2	3.7	22.0	19.1	5,7[illegible]7	213.4	12,350	20.5	1,200
Rhode Island	11.0	3.4	23.3	20.1	968	213.8	2,100	20.5	200
Connecticut	9.5	6.5	22.4	18.9	3,082	198.5	6,100	18.8	600
Middle Atlantic									
New York	10.8	13.2	24.3	21.3	18,366	234.1	43,000	22.3	4,100
New Jersey	9.7	11.4	19.4	20.8	7,367	202.4	14,900	20.4	1,500
Pennsylvania	10.8	9.0	24.5	21.5	11,926	226.2	27,000	21.6	2,550
East North Central									
Ohio	9.4	9.4	24.1	20.0	10,783	208.0	22,450	19.4	2,100
Indiana	9.5	7.2	23.8	21.3	5,291	203.9	10,800	19.6	1,050
Illinois	9.8	13.6	24.6	23.2	11,251	222.8	25,050	21.6	2,450
Michigan	8.5	11.7	24.2	21.3	9,082	201.5	18,300	19.1	1,750
Wisconsin	10.7	3.6	22.5	18.6	4,520	208.2	9,400	19.7	900
West North Central									
Minnesota	10.7	1.8	21.7	18.1	3,896	202.4	7,900	19.3	750
Iowa	12.4	1.5	21.3	19.0	2,883	222.2	6,400	21.7	600
Missouri	12.0	10.7	25.1	21.4	4,753	246.5	11,700	23.4	1,100
North Dakota	10.7	3.0	23.9	18.0	632	211.1	1,350	19.5	100
South Dakota	12.1	5.3	25.6	21.4	679	238.4	1,600	22.6	150
Nebraska	12.4	3.4	22.7	17.3	1,525	230.1	3,500	21.5	350
Kansas	11.8	5.5	22.4	19.3	2,258	225.8	5,100	21.7	500
South Atlantic									
Delaware	8.0	14.9	24.9	21.0	565	203.5	1,150	18.9	100
Maryland	7.6	18.5	27.4	21.3	4,056	212.9	8,650	19.1	750
District of Columbia	9.4	72.3	36.4	27.7	748	370.1	2,750	32.3	250
Virginia	7.9	19.1	29.8	23.2	4,764	224.6	10,700	20.1	950

West Virginia	11.1	4.1	26.4	24.1	1,781	225.6	4,000	21.9	400
North Carolina	8.1	23.2	31.6	26.2	5,214	240.6	12,550	21.9	1,150
South Carolina	7.4	30.7	33.4	26.2	2,665	252.1	6,700	22.3	600
Georgia	8.0	26.1	31.2	24.8	4,720	244.0	11,500	21.9	1,050
Florida	14.6	15.8	30.1	23.8	7,259	304.3	22,100	28.3	2,050
East South Central									
Kentucky	10.5	7.4	27.8	22.6	3,299	228.5	7,550	21.3	700
Tennessee	9.8	16.1	29.7	23.4	4,031	242.7	9,800	22.1	900
Alabama	9.5	26.4	32.3	26.7	3,510	267.0	9,400	24.4	850
Mississippi	10.0	37.2	39.9	33.7	2,263	316.9	7,200	28.9	650
West South Central									
Arkansas	12.4	18.6	27.3	22.4	1,978	273.9	5,400	25.6	500
Louisiana	8.4	30.2	32.2	26.0	3,720	260.2	9,700	23.4	850
Oklahoma	11.7	10.9	24.9	20.8	2,634	242.7	6,400	22.9	600
Texas	8.9	13.2	28.4	22.6	11,649	221.5	25,800	20.2	2,350
Mountain									
Montana	9.9	4.5	25.3	21.5	719	207.8	1,500	19.7	150
Idaho	9.5	1.9	23.2	18.6	756	191.3	1,450	17.9	150
Wyoming	9.1	2.8	28.0	22.4	345	202.1	700	18.6	50
Colorado	8.5	4.3	27.6	21.7	2,357	196.1	4,650	17.9	400
New Mexico	6.9	9.9	32.6	24.1	1,065	201.2	2,150	17.5	200
Arizona	9.1	9.4	31.4	22.6	1,945	225.1	4,400	19.8	400
Utah	7.3	2.6	20.3	16.9	1,126	156.7	1,750	14.7	150
Nevada	6.3	8.3	30.4	22.9	527	184.1	1,000	16.1	100
Pacific									
Washington	9.4	4.6	23.8	19.6	3,443	197.4	6,800	18.5	650
Oregon	10.8	2.8	23.3	18.8	2,182	210.2	4,600	19.8	450
California	9.0	11.0	23.5	18.9	20,468	204.4	41,850	18.9	3,850
Alaska	2.3	21.2	38.5	24.5	325	182.3	600	13.6	50
Hawaii	5.7	1.0	22.5	18.3	809	139.3	1,150	12.8	100
Territories									
Puerto Rico	6.5	20.3	45.5	29.7	2,806	254.1	7,150	20.4	550
Virgin Islands	3.8	81.8	38.6	28.3	76	324.1	250	26.9	< 50

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[a] *1970 Census of Population, General Population Characteristics, Final Report,* Bureau of the Census, Series PC(1)-B1, B53, and B55. For Hawaii the nonwhite percent includes Negro only. Nonwhite percent for Puerto Rico is from the 1950 census of population since these data were not recorded in the census of 1960 or 1970.

[b] Rates per 1,000 live births, computed from number of infant deaths and live births for the years 1958-1962 and 1966-1970, inclusive. Data for 1958 to 1968 from *Statistical Abstract of the United States,* Bureau of the Census, for the years 1958-1962 and 1966-1968. Data for 1969 and 1970 from *Monthly Vital Statistics Report,* National Center for Health Statistics, 19: 13 (Sept. 1971) and 20: 13 (Aug. 1972).

[c] Provisional estimate of the total resident population, each state, from *Current Population Reports, Population Estimates,* Bureau of the Census, Series P-25, No. 488, September 1972. The figures include persons in the Armed Forces stationed in each state, but exclude Armed Forces overseas. Estimates for Puerto Rico and U. S. Virgin Islands are NSPB statistics department projections based on 1970 census data.

[d] See text for method of estimation. [e] The estimated numbers are rounded to the nearest 50.

. . . any further progress toward achieving nationwide statistics in the near future depend on the development of an appropriate protocol and adequate funding

occurrence of new cases—as an approximation of incidence—in each state.

Two basic assumptions were made by Hurlin in arriving at the estimated prevalence rates—that the rates will vary from state to state and that the rate for each state will be determined chiefly by the composition of its population with respect to age and race and by the state public health standards.

The calculation procedure consists of two main steps. First, the differences to be expected between the state rates are determined in relative, or proportional, terms. A probable rate for one state is then selected and rates for the other states derived from this base with the relative numbers obtained in step one.

It is in this second step that the procedure for the 1970 estimates differs significantly from that utilized by Hurlin for the previous estimates. Instead of anchoring the state rates to that for one state, a probable rate for the U.S. was computed on the basis of data available for three states. The rates for the individual states were then derived from this estimated U.S. rate.

For the estimation procedure it is assumed that the differences between the blindness rates for the states can be approximated by assigning identical weights to the values for each state of only three factors: (1) the proportion of aged persons in the population; (2) the proportion nonwhite; and (3) the infant mortality rate, as an index of the relative success of public health efforts.

It is reasonable to expect that states with higher values for each of these factors will, in general, have both higher prevalence and new case rates. With the effective control of infectious diseases, formerly a major cause of blindness, the greatest proportion of blindness in this country now occurs among the aged, primarily as a result of conditions associated with the aging process—cataract, glaucoma, retinal degeneration. Available statistics show a sharp increase in blindness rates with age. In the MRA at least 45% of all persons on the registers were 65 years of age and over in 1970; 43% of the new cases were in this age group.

Rates of blindness are also appreciably higher for nonwhite* than for white persons in this country. MRA data for 1970 show a rate for white persons on the registers of 127.1 per 100,000 population, as compared with a rate of 252.7 for other races. These rate differences, however, are probably due to differences in education, economic status, and health standards, rather than to any biologic factor.

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* These include, as in the U.S. census, persons reported as Negro or Black, American Indian, and other nonwhite races. Mexicans and Puerto Ricans are included with the white.

Finally, in addition, individual and public health standards affect the rate of occurrence of blindness among both older and younger persons, white and nonwhite.

Values for the age and race factors were obtained from the 1970 census of the population. For the health index factor a five-year average infant mortality rate was used. The rate for 1958-1962 was taken for the prevalence rates to reflect conditions existing when more of the present blind were becoming blind, while a more current average for the years 1966-1970 was used for the new case rates. The values for each of these factors for each state were converted to percentages of the corresponding values for the United States. These relative figures were then weighted uniformly for each state. For the prevalence rates the age relatives were weighted by 5, the race relatives by 1, and the infant mortality relatives by 3. Slightly different weights were used for the new case rates. These were 6, 1, and 3, respectively. The age factor was weighted more heavily than in previous estimates, as it is of increasing significance to the occurrence of blindness. The weighted percentages for each state were combined and the estimated rates derived from this series of relative numbers.

Estimated prevalence rates for 1960 and 1952 were based on the rate obtained for one state, North Carolina. The series of rates for 1970, however, are based on a U.S. rate obtained by combining 1970 data on the number of persons on the registers of the blind and new additions to these registers in three MRA states, namely, Massachusetts, North Carolina, and Vermont.

With the availability of MRA data for 16 states one might ask why all of this information was not utilized for the estimates. This, as well as several different combinations of states, was considered. The age distribution of the total MRA population is essentially the same as that for the U.S. With respect to color, the proportion nonwhite is slightly higher than in the U.S. as a whole, while the average infant mortality rates for the MRA and the U.S. are similar. The combined populations of the three selected states is also almost identical to that of the U.S. with respect to age and color. In addition, their combined average infant mortality rate and that for the U.S. are the same. In arriving at the decision to use data for only these three states as representative of the U.S. several other factors were of importance: these states have been members of the MRA since its inception, they have maintained registers of the blind over a long period of time, the status of their registers at this time is probably relatively stable, and they are considered to have registers which are current and reporting which is as complete as possible under the present system. They could therefore be expected to produce reasonably reliable prevalence and new case data, while data for some of the member states is of questionable accuracy at the present time.

Table 2 contains combined prevalence and new case data reported for 1970 in Massachusetts, North Carolina, and Vermont. The registers in the first two states are maintained by

TABLE 2. Total Cases of Blindness on the Registers and New Cases Reported in 1970, Three Model Reporting Area States [a]

Category	Prevalence		New cases	
	Number	Rate per 100,000 population[b]	Number	Rate per 100,000 population[b]
Total	22,891	203.7	2,349	20.9
Sex				
Male	10,540	193.9	1,021	18.8
Female	12,351	212.9	1,328	22.9
Color				
White	16,571	168.4	1,479	15.0
Nonwhite	4,871	348.9	430	30.8
Unknown	1,449	—	440	—
Age				
Under 5	101	10.6	49	5.2
5-19	1,861	56.6	164	5.0
20-44	3,843	106.8	240	6.7
45-64	5,304	230.6	506	22.0
65-74	3,910	575.0	378	55.6
75-84	4,316	1284.5	527	156.8
85+	2,907	3460.7	291	346.4
Unknown	649	—	194	—

[a] Data for Massachusetts, North Carolina, and Vermont[6]

[b] Provisional population, each state.[9] Age-sex-color distributions are as for the 1970 census, each state. The figures include persons in the Armed Forces stationed in each state but exclude Armed Forces overseas.

commissions for the blind and in the latter by the Division of Services for the Blind in the Department of Social Welfare. I believe they are as adequate as any maintained and to be of similar quality.

In the calculation of the U.S. rate from the three-state figures an adjustment was made for suspected underreporting of blind children under the age of 5 years and of persons who are 65 years of age and over and have no useful vision. The first adjustment was based on the results of the study of blind infants and young children recently completed by the National Society.[7]

National Health Interview Survey estimates of persons with visual impairment in both eyes without light perception and those with light perception who cannot read ordinary newspaper print and cannot see features and moving objects were used to adjust an estimate for the U.S. of persons in the 65 and over age group with no useful vision (totally blind or with light perception only) obtained from the three MRA states.[8] It might be noted here that the HIS estimate for this category for the 65-and-over age group was twice as high as that based on MRA data, while the corresponding estimate for those under 65 was

Available statistics show a sharp increase in blindness rates with age

. . . estimates are by no means satisfactory substitutes for actual figures

only about four-fifths of the MRA figure. One possible explanation for the great difference in these estimates for the aged, at least, is that many of these persons may be receiving old age rather than blind assistance and therefore are not registered as blind.

The weights which were applied to the values of the factors underlying the estimates were selected to yield rates equal to or greater than those reported for the three states used in deriving the U.S. rate and related, relatively, to the rates reported for Kansas, New Jersey, and Virginia.

For the first time estimates are provided for the territories of Puerto Rico and the Virgin Islands. It is not certain how valid the estimation procedure is for these areas, about which very little is known concerning the occurrence of blindness. In the case of Puerto Rico the proportion of the population which is nonwhite had to be estimated, since this information has not been recorded in the census since 1950. The proportion obtained in 1950 was applied to the 1970 population in order to utilize the estimation formula. Puerto Rico may very well object to this procedure.

The estimated rates given in Table 1 are those that might be expected for all states and the territories, if they had registers of similar quality to those in the states selected as a basis for the U.S. rate. This series of estimates are by no means satisfactory substitutes for actual figures. They do provide, it is believed, reasonable indications of differences to be anticipated among the states.

The extent to which the blind are underreported in the MRA states is unknown. Until some large-scale studies have been made of the completeness of reporting to state registers of the blind, appropriate overall adjustments in reported figures cannot be made. The best possible estimates for the U.S. and all states then are those for the "known" blind—those that would presumably be registered.

Variation of State Rates

The variation of the estimated prevalence rates is shown effectively in Table 3 in which the states are ranked in order of their rates.

The highest rate is 370.1 for the District of Columbia. It is nearly three times that for Hawaii, which has the lowest rate. In 1960, the estimated rate for Hawaii was the highest. However, it was pointed out then that the formula used for deriving the state rates might not be as well-designed for Hawaii as for the other states. This state has one of the lowest infant mortality rates and, outside of the territories, next to the lowest proportion of older persons. However, more than two-thirds of the population (in 1960) was nonwhite. To overcome objections to previous estimates and include Hawaii in the estimation procedure, the nonwhite factor for this state for 1970 pertains only to the Negro population. This has resulted in a shift in rank of this state from highest to lowest.

TABLE 3. States Ranked in Order of Estimated 1970 Prevalence Rates

State	Rate per 100,000 population	State	Rate per 100,000 population
Hawaii	139.3	Iowa	222.2
Utah	156.7	Illinois	222.8
Alaska	182.3	Maine	223.1
Nevada	184.1	Virginia	224.6
Idaho	191.3	Arizona	225.1
Colorado	196.1	West Virginia	225.6
Washington	197.4	Kansas	225.8
Connecticut	198.5	Pennsylvania	226.2
New Mexico	201.2	Kentucky	228.5
Michigan	201.5	Nebraska	230.1
Wyoming	202.1	New York	234.1
Minnesota	[illegible]	South Dakota	238.4
New Jersey	202.4	North Carolina	240.6
Delaware	203.5	Oklahoma	242.7
New Hampshire	203.5	Tennessee	242.7
Indiana	203.9	Georgia	244.0
California	204.4	Missouri	246.5
Vermont	206.2	South Carolina	252.1
Montana	207.8	Puerto Rico	254.1
Ohio	208.0	Louisiana	260.2
Wisconsin	208.2	Alabama	267.0
Oregon	210.2	Arkansas	273.9
North Dakota	211.1	Florida	304.3
Maryland	212.9	Mississippi	316.9
Massachusetts	213.4	Virgin Islands	324.1
Rhode Island	213.8	District of Columbia	
Texas	221.5		370.1

An analysis of the Model Reporting Area data leaves no doubt that the proportion of older persons in the population is now one of the principal factors determining the number of blind persons. A greater weight for this factor in 1970 than that used in 1960 was necessary to produce rates comparable to those reported in selected MRA states. This shift in emphasis resulted in some considerable change in the ranking of the states by prevalence rates between 1960 and 1970.

The regional variation in prevalence rates is illustrated in the map. It can be seen that states with a population that has higher than average proportions of older persons and/or nonwhite persons have higher prevalence rates for blindness. Those with younger populations and /or lower than average proportions of nonwhite generally have the lower rates.

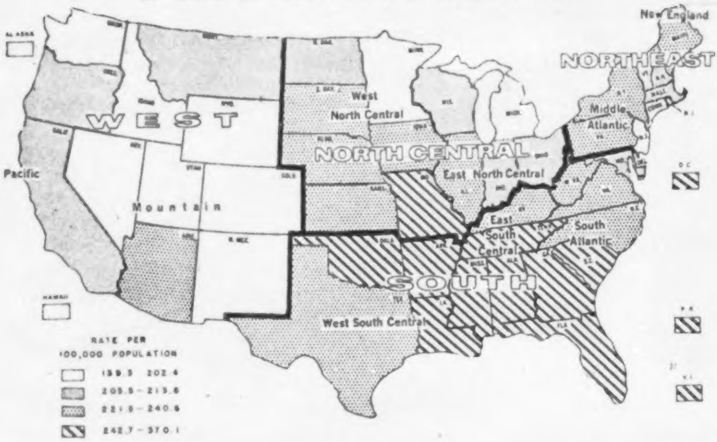
Texas with a rate of 221.5 per 100,000 population has the median rate. Twenty-three states, the District of Columbia, and the two territories have rates higher than this. They include all of the southern states except Maryland and Delaware, all of the West North Central states except North Dakota and Minnesota, Illinois, New York, Pennsylvania, Maine, and Arizona. These are all states with a higher than average proportion of older persons, nonwhite population, or both.

The lowest rates are found in the New England, East North Central, and Western states as well as Hawaii and Alaska. Only Arizona, Illinois, and Maine have rates in this geographic area greater than 213.8.

The ranking of the states according to new case rates is very much the same as that for the prevalence rates. Hawaii has the lowest new case rate with 12.8 per 100,000 population, and the District of Columbia the highest with 32.3. Puerto Rico and New Jersey are in the middle with rates of 20.4.

Three states, Arizona, Texas, and Virginia, and Puerto Rico have rates that are lower than the median rate of 20.4, whereas with respect to prevalence rates they were higher than the median. Also, two states, Massachusetts and Rhode Island, with preva-

ESTIMATED PREVALENCE RATES OF BLINDNESS, 1970


ALASKA
New England
NORTHEAST
WEST
West
North Central
Middle Atlantic
NORTH CENTRAL
Pacific
East North Central
Mountain
D.C.
East
South
Central
South
Atlantic
SOUTH
HAWAII
West South Central
P.R.
V.I.
RATE PER
100,000 POPULATION
139.3 - 202.4
205.5 - 213.8
221.5 - 240.6
242.7 - 370.1

lence rates lower than the median rank with the upper 50% on new case rates.

Trend In Prevalence

The lack of reliable statistics on blindness in this country hampers not only the planning and administration of prevention and service programs, but the formulation of sound conclusions concerning the trend in prevalence over the years.

Prevalence rates have been estimated for the continental United States and each state for each decade since 1940. However, the estimation procedure cannot be relied upon to support conclusions as to the increase or decrease in the rate during this period. The method was designed to provide an approximation of the differences in state rates that might be expected in each of the years for which computed. It does not serve equally well for estimating changes in these rates with time.

Although the estimation procedure for all years was similar, there were changes in the weights used each year and for 1970 a change in the basis for the anchor rate. Alaska and Hawaii were added in 1950, but these two small states do not materially affect the U.S. rate.

Estimated prevalence rates for the U.S. for the years 1940, 1952, 1960, and 1970 are 175, 198, 214, and 225 per 100,000 population. While these figures do not provide a reliable estimate of the change in prevalence of blindness over the last three decades, it seems reasonable to assume that they do reflect the direction of the trend.

Great progress has been made in the reduction of blindness from infectious diseases, injuries, and other preventable causes. It is doubtful, however, that this has been sufficient to offset the increase in blindness resulting from the steady growth in the proportion of older persons in the population. From 1940 to 1970 the proportion of persons aged 65 and over increased by almost 45%. Cataract, glaucoma, diabetic retinopathy, retinal degeneration, and other eye diseases which occur most frequently among older persons accounted for about 50% of the new cases of blindness reported to MRA registers in 1970.

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8. *Characteristics of Visually Impaired Persons, United States—July 1963-July 1964*. National Center for Health Statistics, Series 10, No. 46 (August 1968)

9. Bureau of the Census: *Current Population R Depts*. Series P-25, No. 468, October 5, 1971

NEI APPOINTEE

Dr. Elmer J. Ballintine has been appointed clinical director of the National Eye Institute. In this position he will supervise NEI research involving patient and normal volunteers. He will direct studies on three leading causes of blindness: glaucoma, senile macular degeneration, and diabetic retinopathy.

Dr. Ballintine was formerly associate clinical professor of ophthalmology at Case Western Reserve University School of Medicine.

As consultant for the Southwestern Field Studies Section, National Institute of Arthritis, Metabolism and Digestive Diseases, NIH, Dr. Ballintine was involved in NIAMDD's studies of diabetes among the Pima Indians and plans to relate this information to research in diabetic retinopathy now underway in the clinical branch of NEI.

From 1959 to the present, Dr. Ballintine has been chairman, committee on standardization of tonometers, American Academy of Ophthalmology and Otolaryngology and director, Tonometer Testing section of the AAOO from 1956 to the present. He was a member of the Visual Science Study Section, NIH, from 1967 to 1971. ■

A RESEARCHER'S DREAM

"... ophthalmology is unique, in that ... apparently vague, ill-defined fatigue symptoms are subject to estimations against clinical parameters that are precisely measurable in optical, mathematical, and neuro-muscular components. And this is surely a research worker's dream." J. Hercus, *Trans Aust Coll Ophthalmol* Volume III, 1971, p. 137. ■

Attachment 3

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue New York, N. Y. 10016 (212) 683-8581

July 23, 1976

To: Administrators of Accredited Agencies and Schools

From: Richard W. Bleecker

re: Persons served by accredited organizations

In order to prepare NAC's Annual Report which will be published this fall, we should greatly appreciate receiving from your organization the two totals listed below of persons served by your organization.

Beginning next year, we expect to be able to use your annual progress report to NAC for this information, and thereby relieve you of one "paperwork" item.

Please let us have this information by September 1, 1976. A return envelope is enclosed for your convenience. Thank you!

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1. In our most recent complete fiscal year we provided services to 1,840 blind and visually handicapped people (unduplicated count).
2. In the same fiscal year we provided services to 1,038 others (unduplicated count). Note: By "others" is meant persons who received prevention of blindness services, families of visually handicapped persons who received counseling or other services, and others who received services relating to the alleviation or prevention of blindness and its impact.

Remarks: At least 600 additional blind and visually handicapped persons were were provided social services in direct program linkage with the agency.

Organization Kansas Services for the Blind and Visually Handicapped

Your name Paul M Heidebrecht

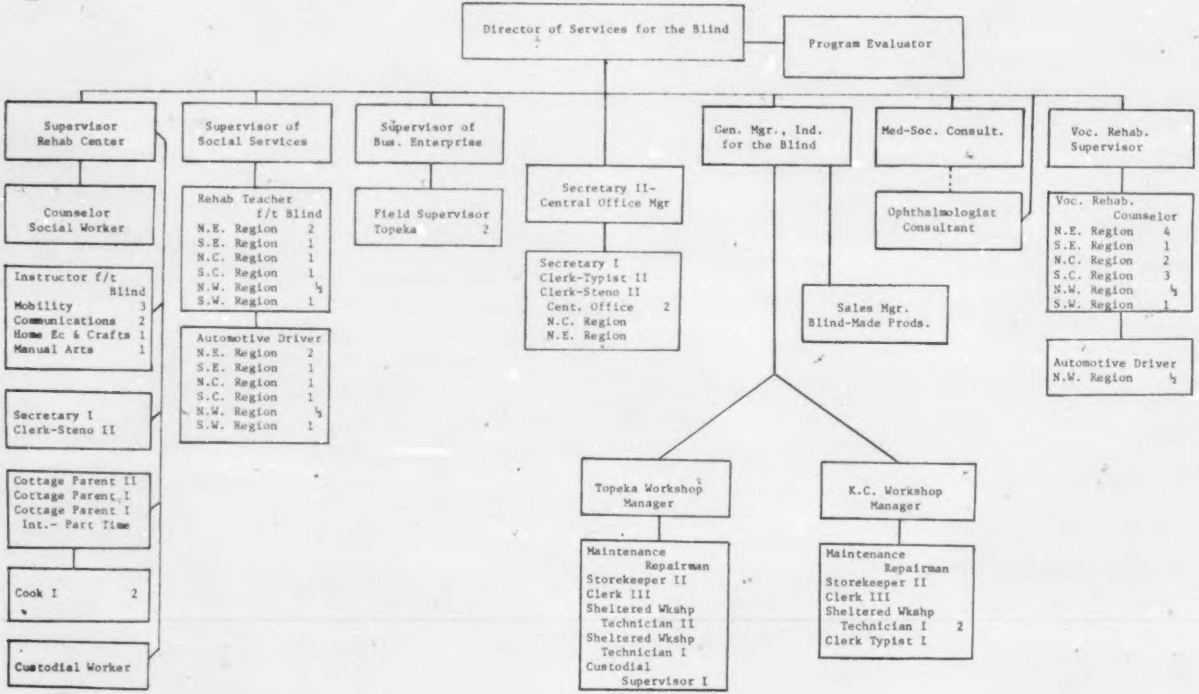
Date 8-12-1976

Enc. Return envelope

80/76 rm

Attachment 4

SERVICES FOR THE BLIND AND VISUALLY HANDICAPPED SECTION


Director of Services for the Blind
Program Evaluator
Supervisor Rehab Center
Counselor Social Worker
Instructor f/t Blind
Mobility 3
Communications 2
Home Ec & Crafts 1
Manual Arts 1
Secretary I
Clerk-Steno II
Cottage Parent II
Cottage Parent I
Cottage Parent I Int.- Part Time
Cook I 2
Custodial Worker
Supervisor of Social Services
Rehab Teacher f/t Blind
N.E. Region 2
S.E. Region 1
N.C. Region 1
S.C. Region 1
N.W. Region ½
S.W. Region 1
Automotive Driver
N.E. Region 2
S.E. Region 1
N.C. Region 1
S.C. Region 1
N.W. Region ½
S.W. Region 1
Supervisor of Bus. Enterprise
Field Supervisor Topeka 2
Secretary II- Central Office Mgr
Secretary I
Clerk-Typist II
Clerk-Steno II
Cent. Office 2
N.C. Region
N.E. Region
Gen. Mgr., Ind. for the Blind
Sales Mgr. Blind-Made Prods.
Topeka Workshop Manager
Maintenance Repairman
Storekeeper II
Clerk III
Sheltered Wkshp Technician II
Sheltered Wkshp Technician I
Custodial Supervisor I
K.C. Workshop Manager
Maintenance Repairman
Storekeeper II
Clerk III
Sheltered Wkshp Technician I 2
Clerk Typist I
Med-Soc. Consult.
Ophthalmologist Consultant
Voc. Rehab. Supervisor
Voc. Rehab. Counselor
N.E. Region 4
S.E. Region 1
N.C. Region 2
S.C. Region 3
N.W. Region ½
S.W. Region 1
Automotive Driver
N.W. Region ½

Senator RANDOLPH. Now tomorrow we continue the series of hearings at 9:30 a.m. We will be in this same room.

A demonstration of the reading machine for the blind is programed for tomorrow.

I notice one man over there—is that Irv Schloss? You have been here since 9:15.

Mr. SCHLOSS. I have found the hearing very interesting.

Senator RANDOLPH. You are a worker for the blind. Indeed you are.

All of you have been helpful by just your presence and your attention to the witnesses. We are grateful.

Thank you.

[Whereupon, at 1:04 p.m., the hearing was recessed to reconvene Tuesday, February 8, 1977, at 9:30 a.m. in room 4232].

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